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ABSTRACT

This five-part report evaluates the First-Year Teacher Pilot Program utilized at Alabama University in Birmingham. The program was designed primarily to improve teacher competence, thereby improving the teaching learning process in the elementary and secondary classrooms of Alabama. In addition, a research component was designed to obtain information which would be useful in improving education. The research considerations involved (a) identifying common and specific needs of first-year teachers, (b) determining effective and economical means for providing inservice assistance to meet these needs, and (c) determining effectiveness of the program. Part 1 discusses the origin of the program, its implementation, and summary of 1973-4 findings. Part 2 focuses on the activities completed during the second year of program operation. Part 3 examines the instrumentation and analysis of resulting data on outcomes. Part 4 discusses techniques used to determine people/time organizational and utilization patterns effective in the assistance of first-year teachers. Part 5 offers conclusions and recommendations for improving the program. Also attached is an extensive set of appendixes; included among them are the following: (a) competencies essential to first-year teachers' success; (b) instruments; (c) forms used to begin program activities; (d) team meeting report; (e) examples of techniques, problems, and suggestions; and (f) analysis and covariance of data. (Author/JS)

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# THE FIRST-YEAR TEACHER PILOT PROGRAM

## Final Report

The Alabama State Department of Education
in Cooperation with
University of Alabama in Birmingham

and

Bibb County School System
Blount County School System
Jefferson County School System
St. Clair County School System
Shelby County School System
Tuscaloosa County School System
Walker County School System

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University of Alabama in Birmingham

July, 1975

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Mrs. Neva Coats, Program Consultant

Dr. Jayne Meyer, Program Consultant

Dr. Paul Wylie, Program Consultant

# Local Education Agencies

Bibb County School System
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Mr. Donald O. Standridge, Superintendent
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Dr. Fain A. Guthrie, Dean
School of Education

Dr. Milly Cowles, Associate Dean
School of Education

Dr. James L. Thompson, Professor and Director
Center for In-Service Teacher Education
School of Education

Dr. Nancy C. Johnson, University Coordinator
First-Year Teacher Pilot Program

Dr. James D. Blackburn, Researcher

Dr. John J. Bush, Clinical Professor

Dr. James L. Crandall, Researcher

Dr. Myra G. Grady, Clinical Professor

Dr. Allen P. Hayes, Clinical Professor

Dr. Ann Lucas, Clinical Professor

Dr. J. Kenneth Orso, Clinical Professor

Dr. Fred N. Winslett, Clinical Professor

# Consultants

Dr. Warren Findley
Program Research Consultant
School of Education, UAB

Dr. Milly Cowles
School of Education, UAB

Dr. Carrol Cumbee, Jr.
School of Education, UAB

Dr. Kathryn B. Daniel
School of Nursing, UAB

Mr. James Davidson
School of Education, UAB

Educational Testing Service
Princeton, New Jersey

Dr. Glenda Elliott
School of Education, UAB

Dr. Howard Fortney
Alabama State Department of Education

Mr. Wayne Cibbs
Telecommunications, UAB

Dr. Donald L. Grigsby
School of Education, UAB

Dr. Donald H. Henderson
School of Education, UAB

Dr. Virginia Horns
School of Education, UAB

Dr. Janice Hyde
University of Tennessee at
Nashville

Dr. Melvin Knight
School of Education, UAB

Dr. Gale Lambright
School of Education, UAB
(until June 1974)

Mrs. Mary Sue McGarity
School of Education, UAB

Mrs. Thelma Mueller
School of Medicine, UAB

Dr. Clay S. Sheffield
School of Education, UAB

Dr. Eugene Thompson
School of Education, UAB
(until January 1975)

Dr. Tom B. Vaughan
School of Medicine, UAB

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# SUMMARY

## Introduction

The First-Year Teacher Pilot Program had special significance as the beginning of a joint effort by the State Department of Education, seven local education agencies, and an institution of higher education - in this case, the University of Alabama in Birmingham. These agencies formed a Task Force to guide the efforts of participants in the program. Dedicated to the development of a support system to guide and assist first-year teachers, the program sought to maximize the beginning teachers' success and, thereby, to improve the teaching-learning situation for students.

For two years (1973-75) this program sought to determine the effectiveness of innovations in education that have yet to be evaluated adequately in Alabama or elsewhere. Among these innovations are the support system for first-year teachers, the concept of competency based teacher in-service education, and the teacher center concept. Although no final answers are at hand, the value of the effort is attested to by the Distinguished Achievement award which was conferred by the American Association of Colleges of Teacher Education in 1975 and the intense interest of various educators and educational agencies throughout the nation who have requested information about the program. These agencies include State Departments of Education, colleges and universities, and public school systems.

## Purpose

The Alabama State Board of Education adopted a resolution on January 25, 1972, which was designed to improve the quality of education in the State of Alabama. One section of the resolution addresses itself to the subject of the first-year teachers:

> As a part of the competency-based concept of teacher preparation, establish the first year of teaching as an extended internship to serve as part of the introduction of the individual to the teaching profession with the teacher-training institution, the local school district, and the State Department of Education assuming appropriate responsibilities for the internship.

According to the State Guidelines:

> The major objective of this First-Year Teacher Pilot Program is to insure the probability of success of the beginning teacher in Alabama by accepting the fact that the success or failure of the beginning teacher is a mutual responsibility of institutions of higher education, local education agencies, the State Department of Education, and professional associations. The program is not a screening device or a means of excluding teachers who have graduated from preservice teacher education programs but rather is a significant means of assisting beginning teachers to become career minded emerging professionals. (Alabama State Department of Education, 1973).

Thus, the First-Year Teacher Pilot Program was designed primarily to improve teacher competence, thereby to improve the teaching learning process in the elementary and secondary classrooms of Alabama. In addition, a research component was designed to obtain information which would be useful to all concerned with improving education in Alabama. The research considerations involved (1) identifying the most common and specific needs of first-year teachers, (2) determing the most effective and economical means for providing the in-service assistance to meet these needs, and (3) determining the effectiveness of the program.

## Activities

Support teams composed of members of each of the three agencies provided assistance to first-year teachers.

### University of Alabama in Birmingham (UAB)

The Clinical professor was primarily responsible for providing assistance in planning and instructional competencies. Professors worked with teachers in the classrooms and schools to which they were assigned and in the Teacher Center. In the classroom contacts, the professor visited with as many as two or three first-year teachers in a single day. During this time he might establish rapport with the teacher, administer a needs questionnaire or observe for needs, help the teacher analyze records to meet the special needs of a student, demonstrate a specific teaching technique, conduct a one-to-one training session on a particular skill, or meet with the other members of the support team to exchange information and formulate a plan of action for a teacher.

Professors conducted similar activities in the Teacher Center on the UAB campus. Because of the research design, fifty-percent of the first-year teachers came for intensive in-service sessions on three days during the year. The utilization of the Teacher Center provided 14 times as much contact time as field activities.

### State Department of Education (SDE)

The SDE consultants were responsible for coordinating the total support effort. The SDE consultants also visited each first-year teacher in order to systematically observe and analyze the teacher-student classroom interaction. In individual conferences with first-year teachers and the UAB or local education agency members of the support team, the consultant assessed the needs or problem areas of teachers and suggested the appropriate agency for assistance.

### Local Education Agency (LEA)

The LEA coordinators, the principals and the cooperating or clinical teachers were charged with providing the major on-site assistance to first-year teachers in areas such as school policy, record keeping, materials, and discipline. They also rendered assistance in areas of planning and teaching techniques. Each member of the support team was asked to react to each contact with the first-year teacher when some sort of assistance was rendered. These responses were forwarded to the University for research purposes.

## Evaluative Procedures

Evaluation of the effectiveness of the First-Year Teacher Pilot Program was concerned with attitudes and achievement of students and with attitudes and behavioral competencies of teachers, judged both by observation and by testing. Student attitudes were examined at both elementary and secondary levels, and standardized achievement batteries were administered to the same students.

Teacher competencies were measured in several ways. The UAB staff developed three rating forms for the purpose of assessing professional competency, proficiency in managerial tasks, and instructional competency, respectively. In addition, the UAB staff worked cooperatively with Educational Testing Service to develop a supplementary paper-and-pencil test of teacher competency. An effort was made to include questions which would test the first-year teachers's knowledge of and commitment to competencies thought to be advantageous to a classroom teacher.

Teacher attitudes toward various concepts (for example, "discipline", "pupils", etc.) were measured with an instrument utilizing the semantic differential technique. Classroom climate was judged by an interaction analysis system administered by the SDE consultants.

## Results

### The First Year

Statistically significant differences were found in a few instances at the conclusion of the first year. It was found that principals rated their first-year teachers significantly higher in systems which had on-site cooperating teachers working with first-year teachers on a one-to-one basis in the schools. Furthermore, it appeared that teachers who received no special assistance tended to view education as rigid coverage of subject matter and were more authoritarian and committed to strict adherence to structure within the classroom. Those given special assistance through the several agencies appeared to promote a more cooperative and self-motivated effort in the classroom.

Other observed trends had to do with the relationships between (1) teacher attitudes and competencies and (2) teacher competencies and student achievement. These indicated a tendency for control teachers' attitudes and competencies to be negatively related, while this was not the case for the experimental teachers. Furthermore, and possibly more important, competencies for control teachers seemed to be negatively related to student achievement. Again, this negative relationship did not show up in the experimental group. The efforts of the support team seem to have helped bring about the more positive relationship among these variables.

## The Second Year

At the conclusion of the second year of the program, it was found that teacher attitudes toward the concepts "Evaluation of Student Achievement", "Interaction Analysis", and "Experienced Teacher" were significantly higher for experimental group teachers than for control group teachers. Data from the second year also revealed that principals rated secondary level experimental group teachers significantly higher in instructional competencies than control group teachers. In addition, it was found that principals rated both elementary and secondary experimental teachers who attended the teacher center significantly higher in managerial and professional competencies than those teachers not attending the teacher center.

The two-year study examined the academic achievement and attitudes of students of randomly chosen first-year teachers who received special assistance (the experimental group) and students of randomly chosen teachers who did not receive special assistance (the control group). It was found both years that there were no significant differences in student achievement or attitude toward school between the two groups.

## Conclusions and Recommendations

Although no panacea for all problems is at hand, the First-Year Teacher Pilot Program provided a clearer understanding of certain problems and, therefore, a basis for recommendations for consideration of different approaches. Among these suggestions for consideration are those pertinent for the various agencies: (1) expanded clinical experiences, emphasis on generic teaching skills, and microteaching in preservice teacher preparation programs; (2) the development of teacher centers in the various local education agencies; and (3) the development of films and filmstrips addressed to problems designated by Alabama educators.

This program gives evidence that the professional agencies can work together to assist educators and that this effort can make a difference.

# The First-Year Teacher Pilot Program

# CHAPTER I

## PROLOGUE

### Origin of the Program

The First-Year Teacher Pilot Program originated in a resolution adopted by the Alabama State Board of Education on January 25, 1972. Contributions to the thinking of the State Board included recommendations by the Alabama Education Association members, local superintendents, and the Alabama Association of Colleges for Teacher Education. This program is a part of a massive effort to improve the quality of education in Alabama. In the case of this program, the major objective is to maximize the probability of success of beginning teachers in Alabama, the basic assumption being the belief that the crucial figure in the teaching-learning process is the teacher. The pertinent portion of the resolution is quoted below:

> As a part of the competency-based concept of teacher preparation, establish the first year of teaching as an extended internship to serve as a part of the introduction of the individual to the teaching profession with the teacher-training institution, the local school district, and the State Department of Education assuming appropriate responsibilities for the internship.
> (State Board Resolution, 1972).

According to the State Guidelines:

> The First-Year Teacher Pilot Program, as presently visualized, is designed primarily to improve teacher competence, thereby improving the quality and kind of learning opportunities afforded the elementary and secondary students of Alabama. Secondly, it will seek to improve teacher education by assuring the actual competence of those issued professional certificates. Finally, it will provide a means of effecting significant changes in all aspects of education within the State of Alabama.

> The major objective of this First-Year Teacher Pilot Program is to insure the probability of success of the beginning teacher in Alabama by accepting the fact that the success or failure of the beginning teacher is a mutual responsibility of institutions of higher education, local education agencies, the State Department of Education, and professional associations. The program is not a screening device or a means of excluding teachers who have graduated from preservice teacher education programs but rather is a significant means of assisting beginning teachers to become career minded emerging professionals. (Alabama State Department of Education, 1973).

It was not clear precisely what form this program would take; however, it was clear that three elements would be essential:

(1) some form of supervision and guidance of first-year teachers;
(2) some form of evaluation;
(3) a cooperative approach which would involve the State Department, local education agencies, and the institutions of higher education.

The Alabama State Department of Education wisely decided to conduct a two-year pilot program on a small but intensive scale in order to determine how such a year would be handled and what difference the year would make. The University of Alabama in Birmingham and Auburn University were selected to cooperate with the State Department of Education and selected local education agencies in this endeavor funded by the State of Alabama.

## Precedents of the U.A.B. - Based Program

Two specific practices in teacher education predominate in the UAB-Based Pilot Program. In the first place, the program exists in addition to the regular four-year college preparation. In the second place, the program is performance based. In order to set the scene and provide the theoretical and practical background for the UAB-based program, a review of the precedents provided by other institutions and programs is in order.

The idea of an additional year (in-service) of teacher training dates back to 1895 when the public schools of Providence, Rhode Island, and Brown University combined efforts to provide novices with the opportunity to teach half-time and attend graduate classes half-time (Brown, 1911).

In 1919, similar plans were operationalized by the University of Cincinnati with the school system in that city (Pechstein, 1923). In the 1930's, Northwestern University and the public schools of Chicago combined in a similar effort (Brink, 1937).

The most recent movement toward an additional year of teacher training began in the early 1950's. Several funding agencies were instrumental in the initial phases of this effort; however, the Ford Foundation (through the Fund for the Advancement of Education) was probably the most significant. The first project undertaken by the Fund for the Advancement of Education was centered in the State of Arkansas with the University of Arkansas (Fayetteville) designing the program (Clark, 1953). The Fund made grants to additional states during the next few years. The conception operationalized by "The Arkansas Teacher Education Experiment" provided the framework and guidelines for the program in such major state universities as the University of California at Berkeley and the University of North Carolina and in such private universities as Duke, Emory, and Harvard. The individual programs reflected the biases of their planners and directors; but they all included internships ("apprenticeship" or in-service component), and final or advanced certification was dependent on evaluations made by the supervisory staff.

Research reflecting the difference between teachers with and without the additional year of in-service training is scarce. There is evidence that teachers who successfully complete the first year in-service program stay in teaching longer than do those without the additional year of support -- but only if they receive a graduate degree from the program.* This can hardly be construed as objective evidence that in-service support makes for better teaching.

The second major characteristic of the U.A.B.- Based Pilot Program, competency based teacher education, is rooted in the accountability movement of the past decade. Accountability is directed toward the need to teach basic skills to "all the children of all the people", and this thrust stems from a rapidly changing society which saw its educational system as dilatory in keeping up with the rapid pace set by the rise of technology and the general knowledge explosion. Society saw schools as not being relevant and demanded an accounting for its dollar. It was these social demands which led to the U.S.O.E.'s request for proposals which would hopefully upgrade the training of elementary teachers. The request for proposals was made in October, 1967, and included specifications for teacher training which added impetus to the "Competency Based Teacher Education" movement (Fortney, 1973).

A good deal of disagreement has accompanied the initiation of CBTE programs. There is large scale disagreement concerning what competencies are most valuable for a teacher to possess. Rosenshine and Furst contend that there exist five variables on which there is consistent positive agreement: clarity, variability, enthusiasm, task orientation, and student opportunity to learn. In addition, they assert that other variables which merit further study include teacher indirectness, use of structuring comments, use of multiple levels of discourse, and probing (Rosenshine and Furst, 1971). However, it is not clear from the research what overall teaching behaviors have significant impact on the variables known to be useful.

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* The University of North Carolina reports that over twice as many fifth-year graduates are actively engaged in some phase of the education profession after five years than are non-program teachers. Two intervening variables might be (1) that fifth-year teachers have MAT degrees, thus make more money; or (2) that the fifth-year program attracts more professional-minded applicants.

Some time elapsed before a serious attempt at CBTE implementation was initiated. This was in spite of the U.S.O.E. funding made available after 1967. The first nine proposals were judged to be so costly that the U.S.O.E. leadership decided to try to accomplish the same objectives by the utilization of smaller institutions. Their more modest proposals were used and it is generally through the smaller institutions' leadership that several CBTE implementation plans emerged. In fact, the first CBTE program to be fully operationalized was at Livingston University (Alabama), a relatively small institution. The Livingston program was in progress by 1969 with substantial federal funding. Even though Livingston was the first institution to be almost totally committed to CBTE, other universities and colleges had made similar thrusts before the Livingston movement. The program of Weber State College (Utah) exemplifies an earlier but more limited approach to CBTE. The faculty at Weber had previously incorporated into the curriculum a Modular Delivery System, which is certainly a component of CBTE, but the commitment was not as total as in later programs.

In the years that followed, funding was made available for implementation of CBTE programs in several institutions. This funding was in widely varying amounts and came from various sources, both private and public.

## Implementation

To fulfill our responsibility in Alabama's massive effort to improve the quality of public education in Alabama, the University of Alabama in Birmingham (UAB) joined hands with the State Department of Education and seven nearby county school systems - Bibb, Blount, Jefferson, St. Clair, Shelby, Tuscaloosa, and Walker. This consortium began gearing for the effort in August of 1973.

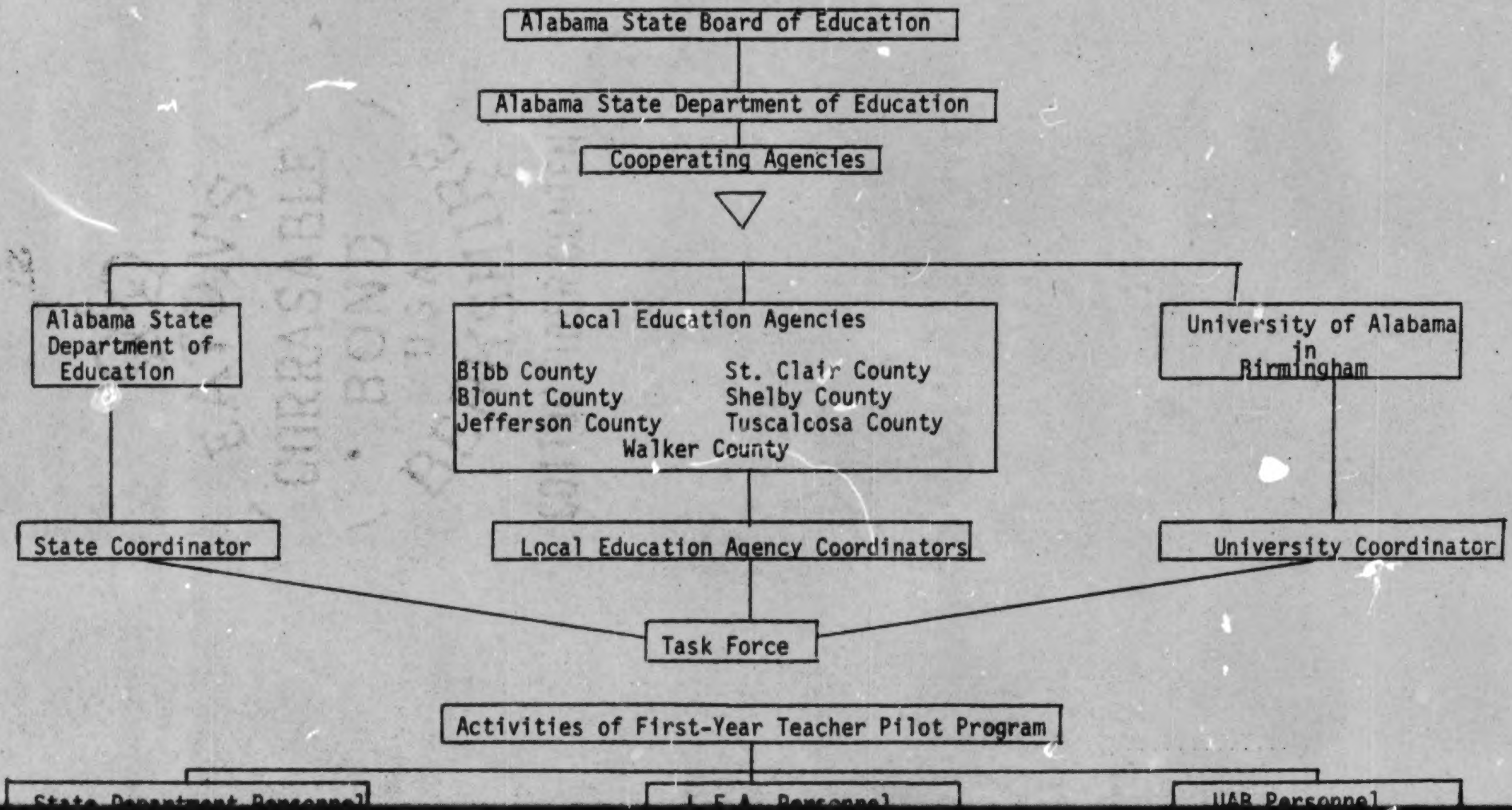
At the first meeting of the UAB Consortium, there were present representatives of the State Department of Education, UAB, and the local education agencies (in the latter case, the superintendents and/or their representatives). It was at this meeting that the concerned agencies agreed upon two basic points which would shape the program's future course: (1) the research design and report would be strictly regional, comprised of and based on data for the total region, and (2) a Task Force would set policies and procedures. The Task Force was to consist of the coordinators and/or representatives of the State Department of Education, UAB, and the seven local education agencies involved. Each agency had one vote. Although each agency was frequently represented by two persons, the total number of voting members was nine. This organizational scheme is depicted in Figure 1.

This Task Force began meeting on a monthly basis, but when necessary two meetings were held in a month. As the governing body of the consortium, the Task Force set policy for the entire program and

FIGURE 1

ALABAMA FIRST-YEAR TEACHER PILOT PROGRAM

University of Alabama in Birmingham Consortium


Alabama State Board of Education
Alabama State Department of Education
Cooperating Agencies
Alabama State Department of Education
Local Education Agencies
Bibb County
Blount County
Jefferson County
St. Clair County
Shelby County
Tuscalcosa County
Walker County
University of Alabama in Birmingham
State Coordinator
Local Education Agency Coordinators
University Coordinator
Task Force
Activities of First-Year Teacher Pilot Program
State Department Personnel
L.E.A. Personnel
UAB Personnel

reviewed and approved all instruments and procedures. The consortium Task Force delineated the roles of the various agencies.

One example of Task Force activity included determining which competencies should be addressed. First, the literature was researched. Secondly, a major thrust began in the concensual approach: (a) Task Force members and first-year teachers specified the competencies which they deemed essential to first-year teachers' success; (b) a needs assessment questionnaire was completed by all first-year teachers in the consortium; and (c) a random sample of Alabama educators responded to a questionnaire concerning the selected competencies. These four kinds of input became the basis for the competencies which were used in assisting first-year teachers.

Tables 1 and 2 provide data concerning the major competency areas which were judged to be important. Indeed, Table 1 is a compilation of the areas in which 1973-74 first-year teachers themselves indicated a perceived need for assistance in an open-end item.

TABLE 1

Beginning Teachers' Perception of Needs
(Form A-1 Data of 1973-74)

| Need | Percent |
|---|---|
| 1. Effective Utilization of Available Media and Materials | 25% |
| 2. Planning (long and short range) | 14% |
| 3. Record Keeping | 14% |
| 4. Discipline | 13% |
| 5. Provision for Individual Differences | 12% |
| | 78% |

Table 2 provides data concerning major competency areas which were judged to be important by the random sample of Alabama educators.

TABLE 2

Statewide Questionnaire (1973-74)

| Competencies or Needs | Teachers | Administrators |
|---|---|---|
| 1. Utilization of Available Media and Material | 92.1% | 90.0% |
| 2. Planning (long & short term) | 94.1% | 90.0% |
| 3. Record Keeping | 94.0% | 83.0% |
| 4. Discipline | 82.0% | 83.0% |
| 5. Provision for Individual Differences | 87.6% | 87.6% |

The areas were refined and specific competencies were developed from the data by UAB faculty assigned to the program (Appendix A).

## State Department of Education Operation

The State Department of Education appointed a coordinator and two consultants to work with this program during the 1973-74 year; a third consultant was added for the 1974-75 year. They served as liaison between beginning teachers and the total support team. They visited all beginning teachers assigned to them to discuss and to review the teachers' problems and progress. As chairmen of the various support teams, they scheduled all team meetings and prepared reports concerning the meetings of each team.

The support team, composed of representatives of all agencies, sat down with each first-year teacher and discussed his/her teaching performance. This provided an opportunity for the first-year teacher to discuss matters of concern with the entire support team so that the decision for supportive action was jointly determined and duplication of effort could be avoided.

## Local Education Agency Operation

Reality required that the organization within the various local education agencies be left flexible as they came to grips with the demands of the complex support system and its concomitant research design. This flexibility resulted in two basic organizational models.

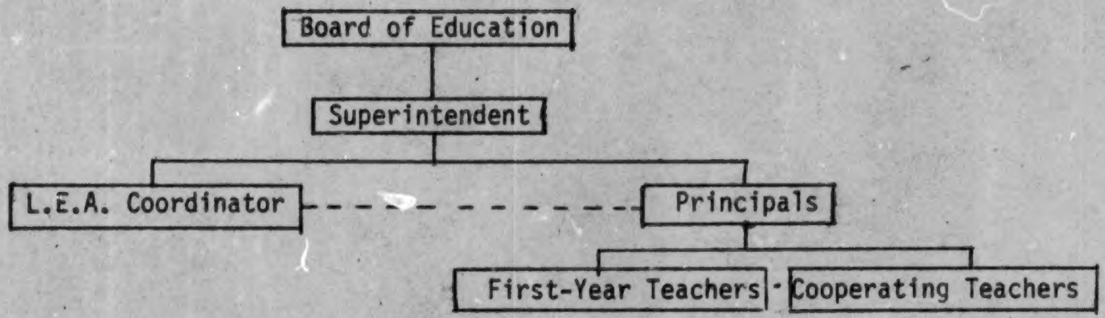
Figure 2 is a graphic representation of the manner in which three local education agencies organized. In each of these three systems, one on-site cooperating teacher was assigned to each first-year teacher. The insert in the lower right-hand corner indicates the composition of a support team in this kind of arrangement.

Figure 3 depicts the second basic organizational pattern which was followed by four local education agencies. In these four systems, the coordinator worked with all of the first-year teachers. It should be noted that in two systems a clinical teacher assisted the coordinator in working with all first-year teachers. There were no on-site cooperating teachers, a factor reflected in the make-up of the support team in this organizational pattern. It should also be noted that supervisors were included in the support team in those systems which employed them.

Further, it should be noted that a cooperating teacher was a teacher assigned to the same school as the first-year teacher to whom

FIGURE 2

ORGANIZATION: TYPE A

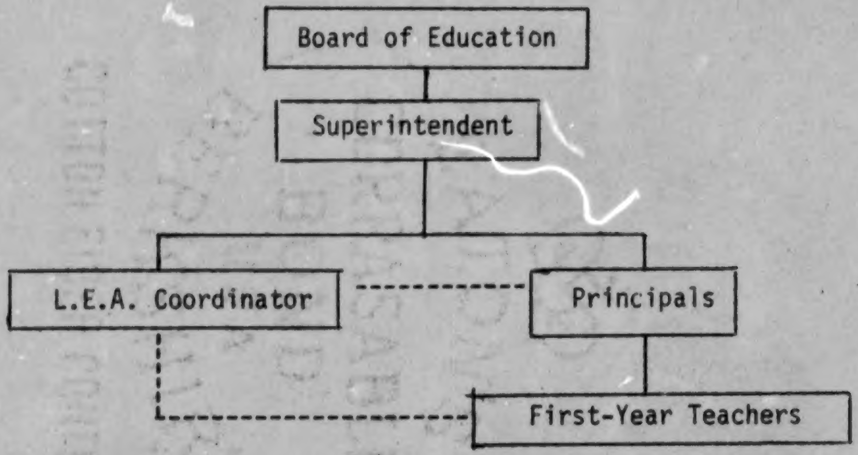

Board of Education
Superintendent
L.E.A. Coordinator
Principals
First-Year Teachers
Cooperating Teachers

Support Team

L.E.A. Coordinator
L.E.A. Principal
L.E.A. Cooperating Teacher
U.A.B. Clinical Professor
S.D.E. Consultant

FIGURE 3

ORGANIZATION: TYPE B


Board of Education
Superintendent
L.E.A. Coordinator
Principals
First-Year Teachers

Support Team

L.E.A. Coordinator
L.E.A. Principal
U.A.B. Clinical Professor
S.D.E. Consultant

he/she was assigned and with whom he worked on a one-to-one basis. A clinical teacher, on the other hand, was located in the central office and worked with all of the first-year teachers in that county instead of one particular first-year teacher.

Each local education agency appointed a program coordinator who was charged with supervision of the program at the local level. As such, he was a member of all support teams in his school system and supplied appropriate assistance to first-year teachers. The Coordinator's effort and his knowledge of the local school system proved invaluable in implementing the program. Input from all outside agencies was cleared through his office. This included entry into the schools by representatives of the State Department of Education and the University of Alabama in Birmingham.

## University of Alabama in Birmingham Operation

In gearing for the program, UAB delineated specific roles. Nine faculty members were assigned to the program: the UAB coordinator, six clinical professors, and two researchers.

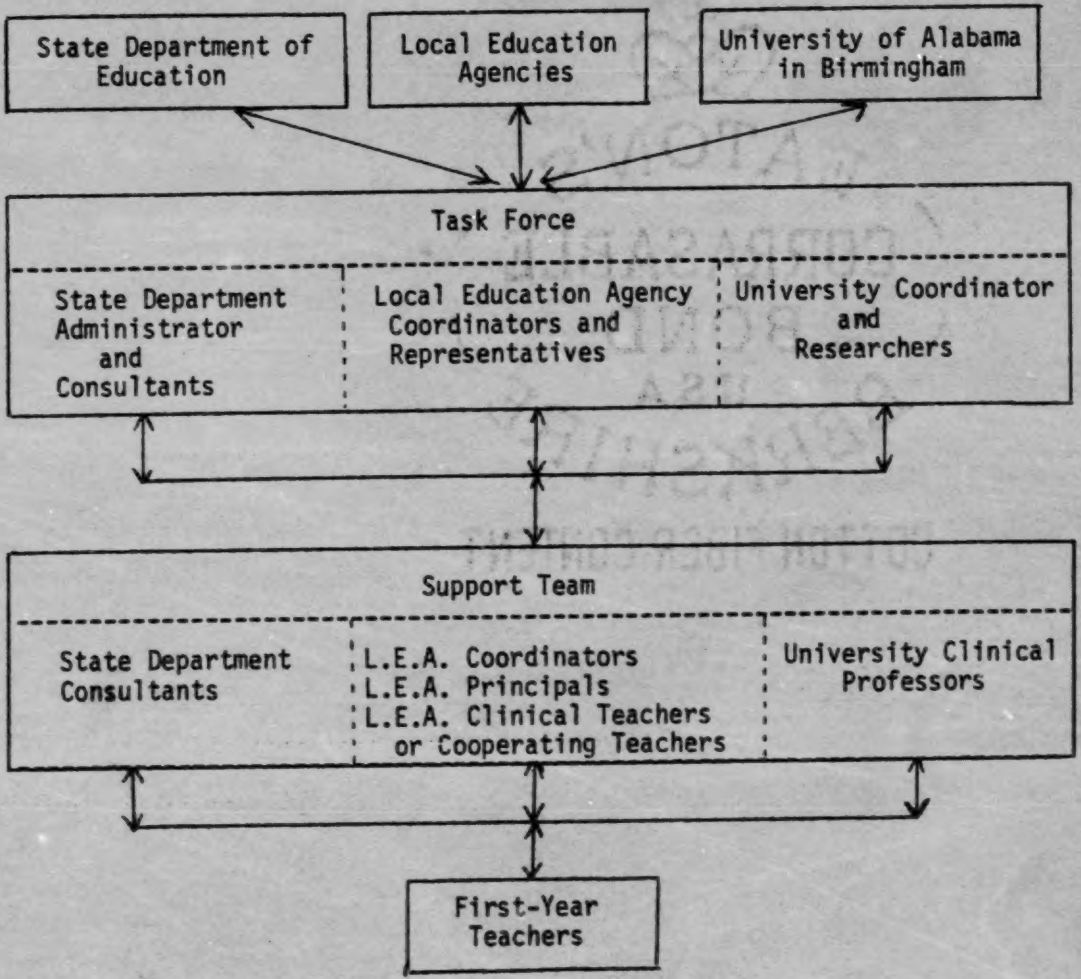
Initially, clinical professors worked with teachers outside the classroom in one-to-one conferences or small seminar-type arrangements in order to establish a good work relationship. During this initial phase, clinical professors generally worked in areas such as planning and skill development. In some cases, the first-year teachers learned how to write and follow objectives and evaluate the results. Teacher competencies were developed primarily by means of protocol films and filmstrips pertaining to specific teaching techniques. But the most important aspect with which clinical professors dealt was the perceived need of the first-year teacher. After having developed an adequate working relationship with the first-year teachers, and with the understanding of their perceived needs in mind, the clinical professor for the first time entered the classroom.

## Interfacing of the Agencies

Figure 4 is a graphic depiction of the general interfacing of the three agencies involved in their common task of assisting first-year teachers.

FIGURE 4

INTERFACING OF THE AGENCIES IN DETAIL


State Department of Education
Local Education Agencies
University of Alabama in Birmingham
Task Force
State Department Administrator and Consultants
Local Education Agency Coordinators and Representatives
University Coordinator and Researchers
Support Team
State Department Consultants
L.E.A. Coordinators
L.E.A. Principals
L.E.A. Clinical Teachers or Cooperating Teachers
University Clinical Professors
First-Year Teachers

## Research Component

The research component of the program was designed to answer two basic questions:

(1) How do we develop a support system for first-year teachers?

(2) What difference does the support system make and to whom does it make a difference?

More specifically, this research component sought to achieve seven purposes:

(1) to determine the most common and specific needs of first-year teachers with respect to skills and knowledge,

(2) to develop instruments to enable beginning teachers and their support teams to systematically assess progress toward the identified goals,

(3) to identify the most effective support techniques developed during the pilot program,

(4) to identify potential problem areas so they might be avoided in the future,

(5) to determine the most effective people/time organizational and utilization patterns,

(6) to relate results of the First-Year Teacher Pilot Program to preparation programs and to the certification process,

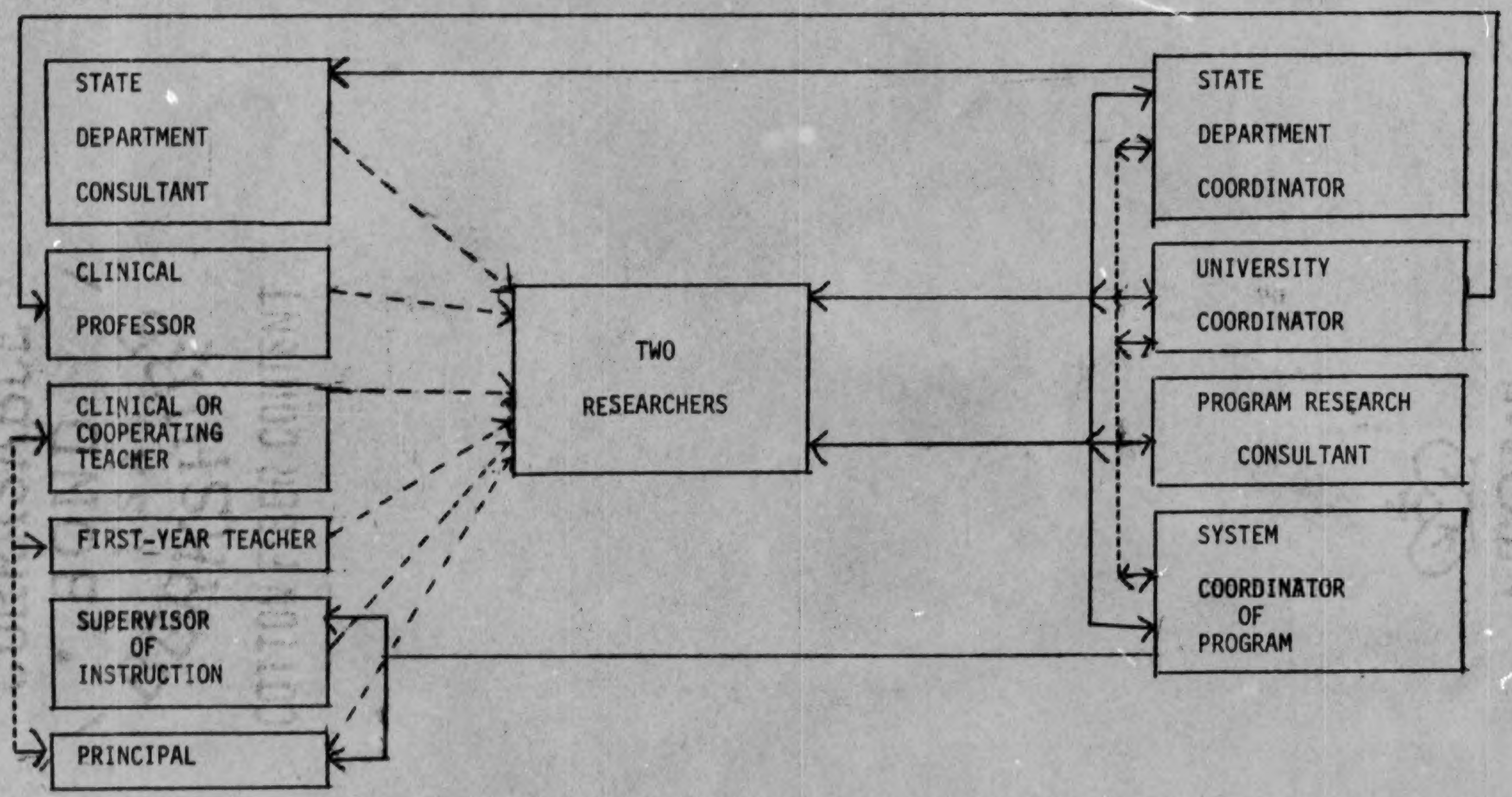
(7) to assess the value of the First-Year Teacher Pilot Program with respect to teacher competency, reflected in (1) teacher attitudes and behavior and (2) student attitudes and achievement.

The research conducted required conceptual models which would encompass process and product. Accordingly, a model (Figure 5) was designed to make possible a study of the process of building a support system by eliciting information from each participant regarding his/her perception of the program procedures and activities. Figure 5 shows two researchers receiving information from each participant; this was

FIGURE 5

FACILITATION AND EVALUATION OF PROCESS

PROCESS RESEARCH MODEL


STATE DEPARTMENT CONSULTANT
CLINICAL PROFESSOR
CLINICAL OR COOPERATING TEACHER
FIRST-YEAR TEACHER
SUPERVISOR OF INSTRUCTION
PRINCIPAL
TWO RESEARCHERS
STATE DEPARTMENT COORDINATOR
UNIVERSITY COORDINATOR
PROGRAM RESEARCH CONSULTANT
SYSTEM COORDINATOR OF PROGRAM

done by interview (on a one-to-one basis) at the beginning and at the end of each of the two academic years (i.e., 1973-75).

Figure 6, the product research model, is the conceptual model for studying the effectiveness of the First-Year Teacher Pilot Program during the 1973-74 academic year. As indicated by the model, the study was designed to examine several facets of the impact of the program on a group of 100 teachers who received assistance of the support team as compared to 100 teachers who received no special assistance. The grades/subjects of the teachers are given in Appendix B. Both groups were chosen by random sampling. The total group of teachers was composed of graduates of teacher education institutions in Alabama and in a number of other states (Appendix C).

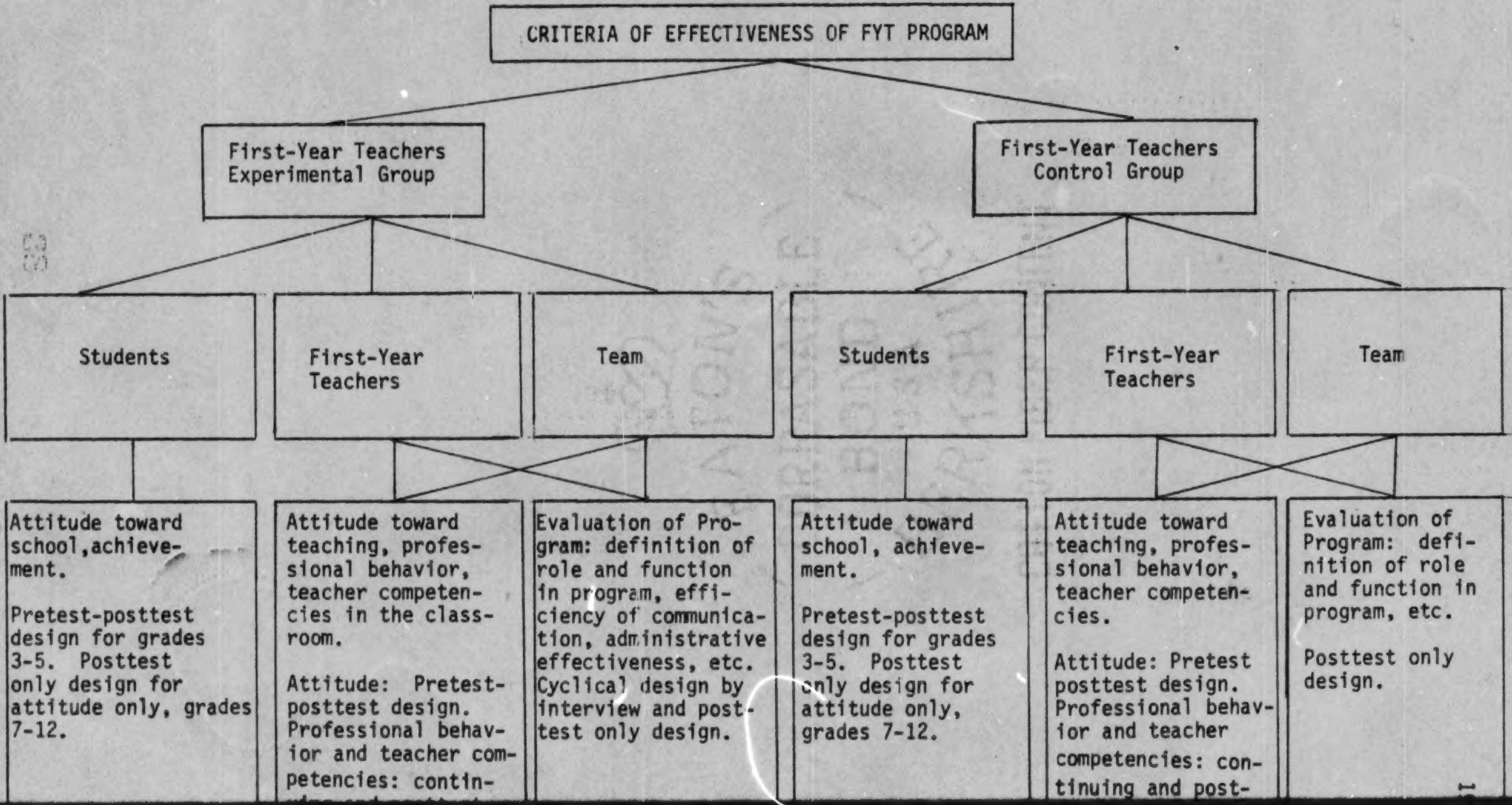
Two particular constraints affected the choice of the first-year teachers in the two groups. First, the teachers chosen were selected so that experimental and control groups would be in different schools. Although it was recognized that an experimental teacher and a control teacher might be residents of the same neighborhood, this selection procedure was the only means available to eliminate the contamination of data which would almost certainly occur if the teachers taught in contiguous classrooms.

Secondly, the number of experimental teachers in each county school system was determined by a formula necessitated by financial factors. The sum of $1000.00 was allotted by the State to each local education agency for each teacher who would receive the special assistance of a support team. This sum was to finance the program in that agency. It was decided that each local education agency would have at least 10 experimental teachers, thus assuring each agency of a minimum of

FIGURE 6

PRODUCT RESEARCH MODEL

1973 - 1974


CRITERIA OF EFFECTIVENESS OF FYT PROGRAM
First-Year Teachers Experimental Group
First-Year Teachers Control Group
Students
First-Year Teachers
Team
Students
First-Year Teachers
Team
Attitude toward school, achievement. Pretest-posttest design for grades 3-5. Posttest only design for attitude only, grades 7-12.
Attitude toward teaching, professional behavior, teacher competencies in the classroom. Attitude: Pretest-posttest design. Professional behavior and teacher competencies: contin-
Evaluation of Program: definition of role and function in program, efficiency of communication, administrative effectiveness, etc. Cyclical design by interview and posttest only design.
Attitude toward school, achievement. Pretest-posttest design for grades 3-5. Posttest only design for attitude only, grades 7-12.
Attitude toward teaching, professional behavior, teacher competencies. Attitude: Pretest posttest design. Professional behavior and teacher competencies: continuing and post-
Evaluation of Program: definition of role and function in program, etc. Posttest only design.

$10,000. Since there were seven local education agencies involved and each would have a minimum of 10 first-year teachers, there remained 30 teachers to be divided among the seven local agencies. It was decided that in addition to the 10 minimum number of teachers, each local education agency would have a proportion of the 30 remaining teachers. County X, for example, had 7.2% of the total number of first-year teachers in the seven-county region; therefore, County X would have 7.2% of the thirty remaining teachers. In this manner, the total number of teachers for each local education agency was calculated. This formula was accepted by the Task Force.

The evaluation of the effectiveness of product was concerned with attitude and achievement of students and with attitude and behavioral competency of teachers, judged by observation and tests.

During the 1973-74 year, the research design differed with respect to elementary and secondary schools. This was a necessary decision because of the late date of funding of the program. This late funding date made it impossible for UAB to become fully staffed before October; therefore, the clinical professors entered the schools in the latter part of October. Pretests were administered by clinical professors and the UAB coordinator during the month of November. The decision to wait until November was based on the belief that the clinical professors should have met the first-year teachers before entering the classroom to administer the tests. Earlier, the Task Force had decided that clinical professors should administer the tests to insure objectivity. Because of the time element and the desire to have some pretest and posttest data, the decision was made to conduct a microstudy of grades 3-5 during this first pilot year. Students of both control and experimental teacher groups in these grades were given the California Achievement Test and the Cowles Pupil Opinion Instrument (see Appendix D). Special education students were given the Peabody Individual Achievement Test (Appendix D).

The testing done in the secondary schools involved attitude only. The School Morale Scale developed by Wrightsman, Nelson and Taranto was administered to one randomly chosen class of each of the first-year teachers in the experimental and the control groups. This was done on a posttest only design basis, with the tests being administered in the latter part of April and the first week of May of 1974.

The results of these tests were kept as classified data because the purpose was not to evaluate individual teachers but to examine the effect, if any, of the support system on the attitudes of students.

The teachers' attitudes toward teaching were examined on a pretest-posttest basis by means of an instrument which utilized the semantic differential technique (Appendix D).

Teacher competency was studied by means of an especially constructed direct observation form and a pencil-and-paper test devised for this purpose. Because of the late funding date and the absence of any time for planning, these instruments were of necessity developmental in nature.

Teacher competency was examined in terms of four categories: (1) planning and instruction, (2) interaction skills, (3) managerial task performance, and (4) professional behavior. In order to study teacher competency in these areas, it was necessary to develop five different instruments - instruments which could be used by professional personnel with varying degrees of technical sophistication and experience. A second consideration was that matter of feasibility which is vital when three agencies are uniting to perform a task.

In light of these considerations, decisions had to be made regarding two questions: (1) would all three agencies utilize all of the instruments, and (2) would use of certain of the instruments be restricted to one or more of the various agencies? Experience during the year and the development of the instruments indicated to the Task Force that the professional behavior and managerial task components would be more appropriately handled by the local education agencies. On the other hand, it was decided that those competencies pertaining to planning, instruction, and interaction skills could be handled by all three agencies, thus providing a common core of competencies to which all three agencies could direct their attention. Four instruments which require some form of observation were developed; three of them were used during the 1973-74 year - Forms L, M, and N (Appendix D). Forms L and M were used by local education agency personnel to study first-year teachers' professional behavior and managerial task competencies respectively. Form N was used by personnel of all three agencies to examine instructional competencies of teachers. The fourth, a classroom observation instrument, required some training before use; therefore, it was necessary to wait until 1974-75 to use it (see Appendix D).

There was one instrument which was a pencil-and-paper test designed to supplement and/or corroborate the observation instruments.

This instrument was developed in cooperation with Educational Testing Service which supplied the bulk of the items from their file; these items were supplemented and edited by the UAB staff of this project and the Program Research Consultant (see Appendix D). The instrument was used for the first time in May, 1974, to supplement observation data. Careful analysis of the results made possible the revision of the instrument for the 1974-75 school year.

The research design required information regarding the kind of support techniques and their effectiveness with respect to both experimental and control teacher groups. An instrument in the form of a questionnaire to which both groups could respond was devised so that we could have data to determine whether, indeed, the joint support system was supplying a kind of support which differed from and/or was more useful to first-year teachers than the usual type of assistance available. This instrument was administered at the end of the year.

## Summary of the 1973-74 Findings

Significant differences were found in a few instances. It was found that principals rated their first-year teachers significantly higher in systems which had on-site cooperating teachers working with first-year teachers on a one-to-one basis in the schools. Overall it was found that there was no significant difference in teacher attitude. However, on two of the twelve categories on the attitude tests there was a significant difference between experimental and control teachers. Teachers who received no special assistance tended to view education as rigid coverage of subject matter and were more authoritarian and committed to strict adherence to structure within the classroom. Those given special assistance through the several agencies appeared to promote a more cooperative and self-motivated effort in the classroom according to this attitudinal measure.

There were several interesting, though statistically insignificant, trends evident from the data. From a questionnaire administered to both control and experimental teachers, it was clear that the experimental teachers recognized more of their needs in instructional techniques, classroom management, and discipline. Moreover, they appeared to feel freer to ask for help and consequently they received more assistance. This recognition of weakness may be read as a strength on the part of the experimental first-year teacher.

Other observed trends had to do with the relationships between (1) teacher attitude and competency and (2) teacher competency and student achievement. Results from the first year of the program indicated a tendency for control teacher's attitudes and competencies to be negatively related, while this was not the case for the experimental teachers. Furthermore, and possibly more important, competencies for control teachers seemed to be negatively related to student achievement. Again, this negative relationship did not show up in the experimental group. The efforts of the support team seem to have helped bring about the more positive relationship among these variables.

In addition, the study examined the attitude of students of randomly chosen first-year teachers who received special assistance (the experimental group) and students of randomly chosen teachers who did not receive special assistance (the control group). It was found that there was no significant difference in student attitude toward school between the two groups. Student achievement was examined in the same manner, but no significant difference was found.

Teacher competency was examined by means of an especially constructed instrument, the ETS/UAB Instrument. No significant difference was found.

# CHAPTER II

## THE SECOND YEAR

The second year (1974-75) of operation of the First-Year Teacher Pilot Program was governed by the agreement into which the University of Alabama in Birmingham entered with the Alabama State Department of Education at the end of the first year of operation.

In accordance with the agreement, the effort of the second year was designed to accomplish certain objectives:

1. To provide individualized professional assistance to first-year teachers with respect to (a) the assessment of the kinds of assistance needed and the meeting of those needs, (b) the identification and evaluation of teaching methods and techniques appropriate for particular learning situations, (c) the analysis of the teachers' professional growth progress, and (d) the development of individualized professional development programs when this is desired.
2. To continuously re-evaluate the relevancy of content and method of professional preparation programs in order to consider other means of translating formal training into actual practice.
3. To meet the requirement of accountability by building into the program the most technically sound, professionally defensible, and scientifically reliable research and evaluation element which is possible within the constraints imposed by the program.

The research and evaluation component was designed to achieve the following purposes:

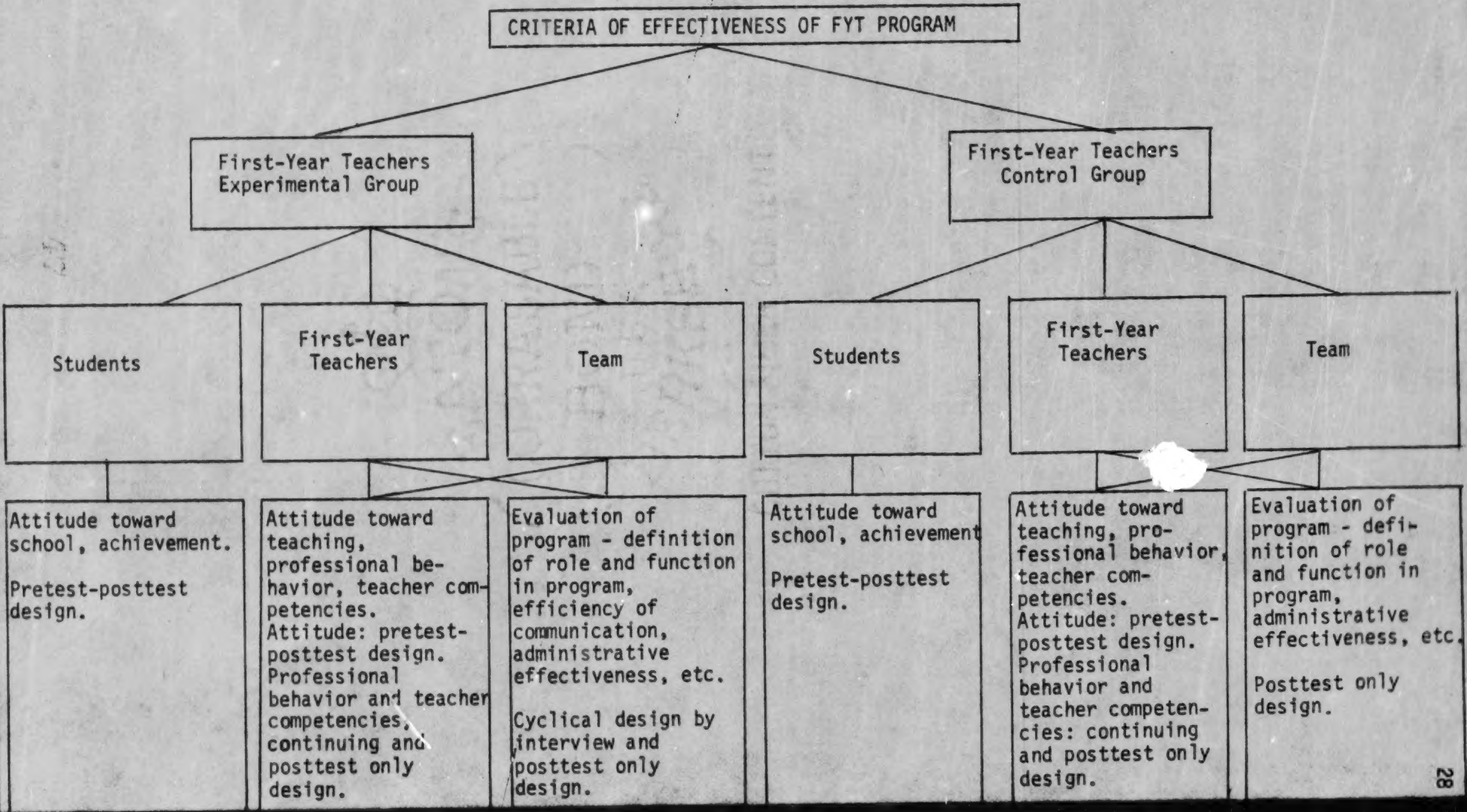
1. To determine the most common and specific needs of the first-year teachers with respect to skills and knowledge.
2. To develop instruments to enable beginning teachers and their support teams to systematically assess progress toward competencies identified as important by the various groups and agencies concerned with teacher education - i.e., the Alabama State Department of Education, the University of Alabama in Birmingham, teachers and administrators of LEAs, and members of professional organizations.
3. To assess the value of the First-Year Teacher Pilot Program, specifically to address our attention to the effect of the program on student and teacher attitudes, student achievement, and teacher competency.
4. To identify the most effective support techniques developed during the pilot program.
5. To identify potential problem areas so they may be avoided in the future.
6. To determine the most effective people/time organizational and utilization patterns.
7. To relate results of the First-Year Teacher Pilot Program to preparation programs and to the certification process.

While the research model for process (Figure 5, p. 17) remained the same, the changes in the 1974-75 research model for product are depicted in Figure 7. Information was sought more intensively and

FIGURE 7

PRODUCT RESEARCH MODEL

1974 - 1975


CRITERIA OF EFFECTIVENESS OF FYT PROGRAM
First-Year Teachers Experimental Group
First-Year Teachers Control Group
Students
First-Year Teachers
Team
Students
First-Year Teachers
Team

Attitude toward school, achievement.

Pretest-posttest design.

Attitude toward teaching, professional behavior, teacher competencies.
Attitude: pretest-posttest design.
Professional behavior and teacher competencies, continuing and posttest only design.

Evaluation of program - definition of role and function in program, efficiency of communication, administrative effectiveness, etc.

Cyclical design by interview and posttest only design.

Attitude toward school, achievement

Pretest-posttest design.

Attitude toward teaching, professional behavior, teacher competencies.
Attitude: pretest-posttest design.
Professional behavior and teacher competencies: continuing and posttest only design.

Evaluation of program - definition of role and function in program, administrative effectiveness, etc.

Posttest only design.

extensively. The study of student achievement was expanded to include secondary students. Instruments developed during the 1973-74 year were used in revised form, and systematic observation of teachers was employed to provide a more accurate picture of the work under study and the program's effectiveness.

With the establishment and operation of the Teacher Center on the UAB campus, another facet was added to the research component. The general paradigm of activities depicted in Figure 8 indicates the basic nature of this facet: an effort to determine the effectiveness of the Teacher Center in comparison with other activities of the support system.

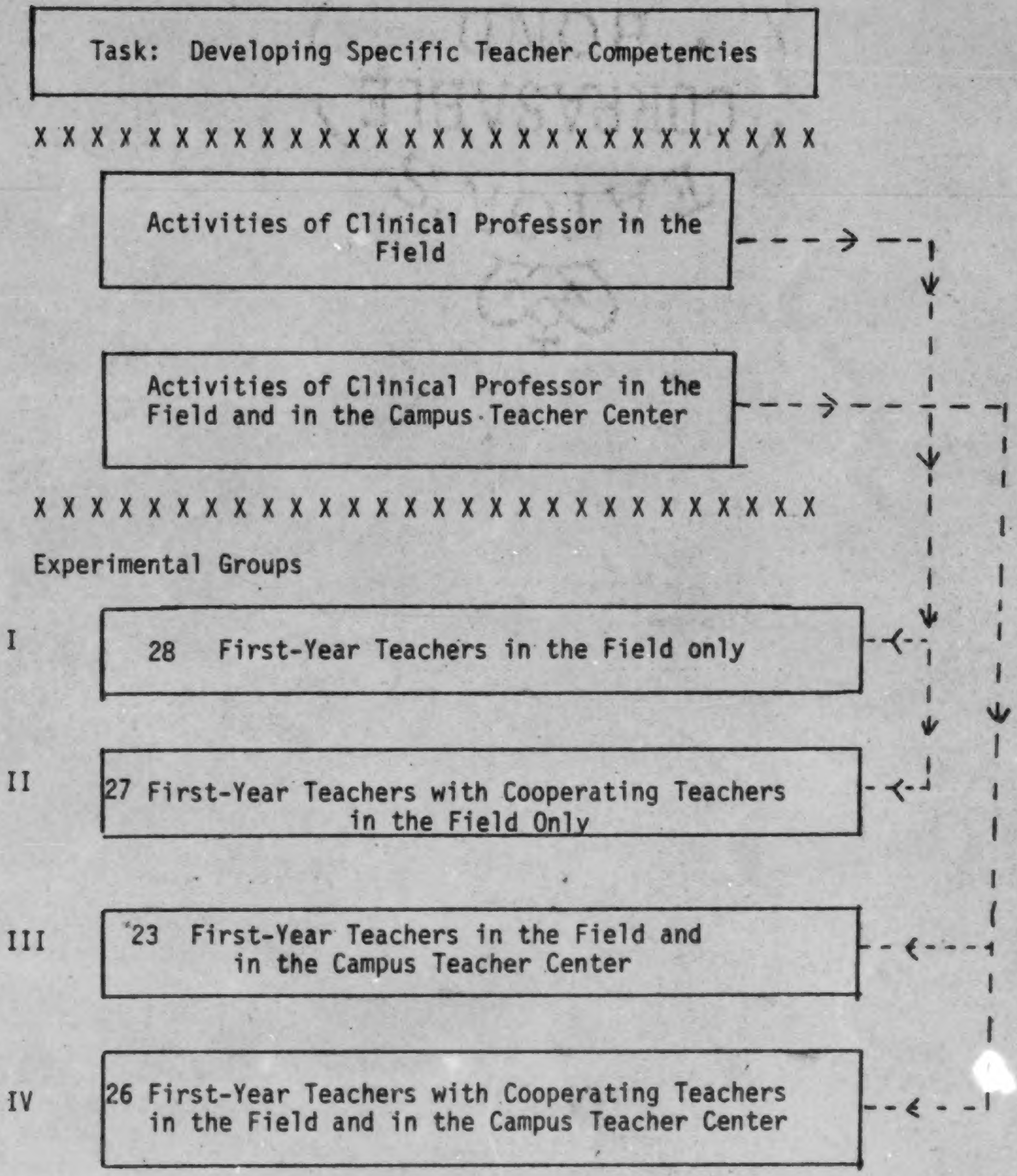
In order to implement this component of the research design, fifty-percent of the first-year teacher experimental group of each county school system were scheduled to come to the Teacher Center on three days scheduled during the 1974-75 year. Of these Teacher Center participants, one-half had cooperating teachers who attended Teacher Center sessions with them. It was hoped that this design would provide insight with respect to what could be expected if first-year teachers attended the Teacher Center alone, with cooperating teachers, or not at all. Data obtained from this research facet were expected to provide necessary information relative to the feasibility - including time and cost of establishing Teacher Centers in other locations.

It was hoped that the Teacher Center would make possible more hours of assistance per teacher and, consequently, a more effective use of time and personnel.

Another new element was incorporated into the 1974-75 program

FIGURE 8

PARADIGM OF ACTIVITIES


Task: Developing Specific Teacher Competencies
X X X X X X X X X X X X X X X X X X X X X X X X X X X X
Activities of Clinical Professor in the Field
Activities of Clinical Professor in the Field and in the Campus Teacher Center
X X X X X X X X X X X X X X X X X X X X X X X X X X X X
Experimental Groups
I
28 First-Year Teachers in the Field only
II
27 First-Year Teachers with Cooperating Teachers in the Field Only
III
23 First-Year Teachers in the Field and in the Campus Teacher Center
IV
26 First-Year Teachers with Cooperating Teachers in the Field and in the Campus Teacher Center

operation. Because of recent increases in the complexity of the educational task faced by the schools, it was deemed necessary to seek information and guidance from the lay public, professional organizations, and other groups influenced by the educational process. The formation of an advisory board composed of representatives of the groups indicated appeared to be an acceptable means of providing opportunity for those groups to give advice and guidance to the professional educators who were held accountable for the decisions made and the program conducted.

## Program Activities

### State Department of Education Guidelines

The State Department of Education delineated in specific guidelines the roles of all personnel participating in the program:

Functions and Responsibilities of Persons Involved
in the First-Year Teacher Program

I. Local Education Agency (LEA)
  A. First-Year Teacher
    1. Assume full responsibility for teaching in his or her respective certified teaching field as assigned by the LEA.
    2. Utilize professional planning time to full advantage by such activities as:
      a. Engaging in conferences with members of the support team, individually or collectively.
      b. Observing the cooperating teacher's approach to particular teaching and learning situations.

c. Evaluating the relative effectiveness of a particular approach to a specific teaching or learning situation

d. Reviewing previous accomplishments of his or her students by becoming acquainted with sources of information about them as another means of planning effective teaching and learning strategies

e. Visiting other classes or schools to observe promising teaching practices

f. Developing resource materials for classroom use

g. Becoming acquainted with the school's assigned policies and procedures concerning

(1) Attendance reporting

(2) Disciplinary matters

(3) Housekeeping responsibilities, hall or bus duty, playground duty, etc.

(4) Expectations concerning hours of work

(5) Use of media, e.g., scheduling of projectors or films for use, duplicating handouts or tests, arranging for field trips

h. Planning learning activities individually or with other teachers

i. Identifying specific problem areas for examination at future conferences with support team members or colleagues

3. Develop and implement a plan for continuous professional development

4. Attend meetings of the support team, as requested

B. Coordinator and Cooperating Teacher (Clinical Teacher)

1. Have a thorough understanding of the First-Year Teacher Program
2. Serve as an "on-site" resource person by:
    a. Working as a support team member
    b. Assisting the first-year teacher with records required by the local system
    c. Sharing proven teaching strategies peculiar to the school or group taught
    d. Acquainting the first-year teacher with resources and services available, whether in the school, in the system, or in the community
    e. Assisting the first-year teacher in obtaining or developing instructional materials
    f. Assisting the first-year teacher in assessing his or her continued growth in teaching competence.
3. Assist the first-year teacher in becoming acquainted with the school and community served through means such as
    a. Informal meetings with lay leaders in education such as those in the PTA or the PTO
    b. Guided tours of the community served in order to understand its socioeconomic structure more fully
    c. Orientation to expectations held for beginning teachers by students

4. Completing forms necessary for the research component of the First-Year Teacher Program
5. Assisting in making arrangements for visitation of the first-year teacher to other schools
6. Attending meetings of the support team

C. Administrator

1. Insure that the beginning teacher is properly assigned in terms of in-field teaching requirements
2. Consider carefully the factor of personal compatibility when assigning a cooperating teacher to a given first-year teacher
3. Understand that, while professionally competent on the one hand, the beginning teacher requires substantially more:
    a. Time for planning of work
    b. Time to become familiar with local policies and regulations
    c. Supervision
4. Provide the beginning teacher with a multiple session orientation program designed to:
    a. Examine the rules and regulations of the LEA and the school and to freely discuss their meaning and application for the individual
    b. Become thoroughly acquainted with procedures and policies concerning acquisition of textbooks and expendable teaching materials

  - c. Utilize audio-visual equipment, supplies, and other instructional materials
  - d. Assist the beginning teacher with records and reports required by the school and school system
  - e. Understand expectations held by the community served concerning the educative process

5. Be certain that the first-year teacher is not given the students that other teachers do not want
6. Provide the first-year teacher with comparable room space and facilities of experienced teachers
7. Provide the first-year teacher with support and understanding in teacher-student confrontations
8. Expect the beginning teacher to make mistakes and be prepared to exercise a helpful professional posture in resolving them
9. Hold periodic conferences with the beginning teacher to discuss his or her work, allowing the first-year teacher to freely express himself or herself -- moving perhaps from very frequent contact to less contact as the beginning teacher gains increased confidence and competence
10. Assist the beginning teacher in developing and implementing his or her individual plan for continuous professional improvement
11. Attend meetings of support teams

D. Supervisor of Instruction

1. Assist the beginning teacher in developing or obtaining specific teaching materials
2. Demonstrate or arrange for the demonstration of new materials and methods
3. Arrange for special resource persons for specific purposes, such as:
    a. Obtaining the services of consultants in areas such as behavior modification
    b. Obtaining the services of special programs of intrinsic educational value from business and/or industry
4. Participate as a member of the support team as the situation may require
5. Function as a liaison person between experienced teachers and beginning teachers

II. State Department of Education Coordinator: Functions and Responsibilities

A. Serve as chairman or coordinator of the various support teams

1. Schedule all team meetings by coordinating with the LEA and the IHE personnel
2. Guide the teams in assessing each beginning teacher's program toward increased competency
3. Prepare such reports as may be required

B. Visit each beginning teacher either individually or in group meetings

   1. Discuss and review each beginning teacher's problems and progress

   2. Render such technical professional assistance as may be requested and which cannot be more appropriately handled by another member of the support team

C. Assist the beginning teacher in developing and putting into operation his or her individual plan for continuous professional improvement

III. Institutions of Higher Education (IHE)

A. Coordinator

   1. The functions and responsibilities of the coordinator are to:

      a. Guide and coordinate the efforts of all college/university personnel involved in the First-Year Teacher Program

      b. Serve as a member of the sub-district task force

      c. Manage the institution's budget for the First-Year Teacher Program

      d. Maintain necessary records

      e. Disseminate appropriate information

B. Clinical Professor

   1. The functions and responsibilities of the clinical professor are to:

      a. Assist the beginning teacher in establishing professional growth plans

b. Work cooperatively with the support team to which he/she has been assigned by:
    (1) Attending to the kind of assistance the beginning teacher seems to be requesting and determining to what extent such assistance is readily available
    (2) Encouraging the first-year teacher to do the best job possible in his/her total assignment
    (3) Providing appropriate ways of assisting the beginning teacher in developing the competencies sought

c. Work with first-year teachers in assessing the needs and strengths of content and method of professional preparation programs *in order to relate formal education to actual practice (putting theory into practice*)

d. Assist the beginning teacher in realistically identifying and evaluating teaching methods and techniques - i.e., generic skills

e. Assist the beginning teacher in discovering the most recent approaches to a particular type of learning situation

f. Attend meetings of the support team

### Initiation of Activities

In order to set the program in motion, a number of preliminary steps were scheduled to insure the proper coordination. Figure 9 explains these essential tasks.

FIGURE 9

PRELIMINARY STEPS

| Task | Personnel Responsible | Completion Date |
|---|---|---|
| Give names of First-Year Teachers to U.A.B. Coordinator (Form A) | LEA Coordinator | August 20, 1974 |
| Data Concerning First-Year Teachers (Form A-1) | U.A.B. Personnel | Orientation Session (Date set by each LEA) |
| Names of First-Year Teachers receiving assistance and Clinical Professors given to L.E.A.s (Form B) | U.A.B. Coordinator | August 26, 1974 |
| Systems using Cooperating Teacher give names to U.A.B. (Form C) | L.E.A. Coordinator | September 2, 1974 |
| Basic Data given to S.D.E. (Form D and copies of Form B and C) | U.A.B. Coordinator | September 6, 1974 |
| Basic Data given to U.A.B. and L.E.A. (Form E) | S.D.E. Coordinator | September 12, 1974 |

The forms used to obtain and disseminate necessary information are displayed in Appendix E. With this information complete and available to all agencies, all agencies had information concerning first-year pilot program teachers, their cooperating teachers, clinical professors and State Department consultants to whom first-year teachers were assigned, and directions for entry into the local school systems. The stage was set for program operation to commence.

## Field Based Activities

The support activities in the field comprised a kind of curriculum for in-service development of first-year teachers. This curriculum was based on the competencies defined during the 1973-74 year and current individually perceived needs. The competency areas in which experimental and control first-year teachers indicated a need for assistance on A-1 forms at the beginning of the 1974-75 year are given in Tables 3 and 4. It is interesting to note that three of the areas mentioned most frequently as being those in which assistance was needed are identical to those mentioned during the 1973-74 year (see Table 1, page 9, of this report). The field activities began September 3, 1974, and ended May 9, 1975.

Following each visit to provide assistance to first-year teachers, support team members completed F-1 forms (Appendix D) to provide data concerning the nature of the assistance, time spent assisting each first-year teacher, etc.

Local Education Agencies. It was the responsibility of the local education agencies to initiate the operation of the field activities. The local coordinators took each of the State Department consultants and UAB clinical professors to the schools where they would be working and introduced them to principals and teachers. The time and careful scheduling necessary for this proved to be most beneficial in facilitating the entry of consultants and clinical professors into the school system.

The topics or subjects emphasized in assistance rendered to first-year teachers by local education personnel are shown in Table 5.

## TABLE 3

## PERCEIVED NEEDS AND STRENGTHS (1974-75)

Of Control Groups (N=88) of First-Year Teachers
(Form A-1 Data)

| Competence Area | Assistance needed | | Assistance Not Needed | |
|---|---|---|---|---|
| | (Number) | (Percentile) | (Number) | (Percentile) |
| Planning | 46 | 52 | 16 | 18 |
| Teaching Skills | 32 | 36 | 8 | 9 |
| Record Keeping | 30 | 34 | 29 | 33 |
| Testing & Evaluation | 27 | 31 | 16 | 18 |
| Discipline | 26 | 30 | 22 | 25 |
| Subject Matter | 11 | 13 | 30 | 34 |
| Other | 1 | 1 | 0 | 0 |

## TABLE 4

## PERCEIVED NEEDS AND STRENGTHS (1974-75)

Of Experimental Group (N=98) of First-Year Teachers
(Form A-1 Data)

| Competence Area | Assistance Needed | | Assistance Not Needed | |
|---|---|---|---|---|
| | (Number) | (Percentile) | (Number) | (Percentile) |
| Testing & Evaluating | 38 | 39 | 15 | 15 |
| Planning | 37 | 38 | 20 | 20 |
| Discipline | 30 | 31 | 16 | 16 |
| Record Keeping | 26 | 27 | 23 | 23 |
| Teaching Skills | 26 | 27 | 22 | 22 |
| Subject Matter | 8 | 8 | 48 | 49 |
| Other | 8 | 8 | 0 | 0 |

The table indicates the frequency of responses to three of the nine categories, from the F-1 forms, used most frequently in assisting teachers with their concerns. The frequencies of these three categories represent 60% of the responses.

TABLE 5

Subject/Topic of Concern in Order of Frequency
(Reported by LEA on Form F-1)

| Subject/Topic of Concern | Frequency |
|---|---|
| Teacher Planning | 212 |
| Resources for Instruction | 133 |
| Planned Activities | 107 |

Six categories of concern, represented by 28% of the responses, includes the following concerns listed in order of the priority of frequencies reported: clerical/managerial tasks, responsibilities, teacher-student planning, interaction skills, ethics, and teamwork.

The remaining topics of concern listed as "other" (12% of the responses) included the following priority listing: explanations and clarifications of the First-Year Teacher Pilot Program, follow-up of team meeting assessment of teacher needs, classroom management/discipline and grading/evaluation of student performance.

In further meeting the needs of the first-year teachers, the local education personnel used a variety of activities and/or strategies as indicated in Table 6. Considering the possible categories of activities and/or strategies used in the F-1 form, the most frequent strategies used (81%) by the local education agency personnel are indicated in Table 6.

TABLE 6

Activities/Strategies in Order of Frequency
(Reported by LEA on Form F-1)

| Activities/Strategies | Frequency |
|---|---|
| Listening to Teacher Concerns | 240 |
| Observation | 150 |
| Discussion of Problems | 118 |
| Suggestions Made to Teachers | 76 |
| Explanation of Content | 72 |

Categories of activities and/or strategies (10% of the responses) include the following priorities of activities: explanation of teaching techniques, participatory teaching (assisting in small groups), demonstration teaching, and micro-teaching/simulation.

The remaining activities and/or strategies listed as "other" (9% of the responses) include the following listing in order of priority: explanation of the First-Year Teacher Pilot Program, observing classes while teachers participated in other activities, and helping to organize the physical facilities of the classroom for instruction.

Table 7 indicates the kinds of material and equipment used by local education agency personnel in contacts with first-year teachers. No material or equipment was used during 50% of the contacts with first-year teachers; items mentioned in Table 7 constitute material and equipment used in 45% of the contacts. The remaining 5% of the contacts involved the use of instructional modules, overhead projectors, videotape equipment, records and the Messenger VII.

TABLE 7

Material/Equipment Used in Order of Frequency
(Reported by LEA on Form F-1)

| Material/Equipment | Frequency |
|---|---|
| Printed Material | 215 |
| Record Player | 24 |
| Filmstrip Projector | 18 |
| Film | 14 |
| Filmstrip | 12 |

A word of caution is in order with respect to these data concerning local school system assistance. In all probability, the data are not complete. The University did not deem the F-1 assistance reports from the local education agencies to be adequate to portray the true state of affairs in this facet of the research. The reasoning behind this judgment is seen in Table 8. Evidently time was not adequate for completion of the F-1 forms in all LEAs, or the communication related to their importance was not clear.

TABLE 8

Number of F-1 Forms by LEA
(Reported by LEA on Form F-1)

| LEA | Number of Forms |
|---|---|
| A | 3 |
| B | 181 |
| C | 196 |
| D | 232 |
| E | 44 |
| F | 5 |
| G | 112 |

State Department of Education. State Department consultants coordinated activities of the support teams. The prime factor in this coordination effort was the team meeting, scheduled and chaired by the State Department consultant. A minimum of two team meetings was held for each first-year teacher, one at the beginning and one at the end of each year. Additional meetings were held when it was deemed appropriate.

In these meetings, first-year teachers had an opportunity to discuss their concerns with all of the support team members. Plans for meeting needs were designed in these meetings, thus avoiding duplication and/or conflict in the assistance effort. In order to clarify the teacher's need and the plans to meet that need, Form SDE-D was devised and used (Appendix F).

The frequencies shown in Table 9 represent 66% of subjects/topics of concern to which State Department consultants addressed themselves in working with first-year teachers.

TABLE 9

Subject/Topic of Concern in Order of Frequency
(Reported by SDE on Form F-1)

| Subject/Topic | Frequency |
|---|---|
| Teacher Planning | 249 |
| Interaction Skills | 164 |
| Planned Activities | 116 |
| Resources for Instruction | 84 |

With respect to the attention devoted to interaction skills, it should be noted that the State Department consultants used the Verbal Interaction Analysis and Observation Instrument (Appendix D) with first-year teachers of the control and experimental group and explained the procedures and findings to them.

Five categories of concern (12% of the responses) include the following topics listed in order of priority: teacher-student planning, ethics, responsibilities, teamwork, and clerical/managerial tasks.

The remaining topics of concern listed as "other" (22% of the responses) are categorized as follows, using the highest to lowest frequencies reported: explanations and clarifications of the purposes of the First-Year Teacher Pilot Program, follow-up of team meeting assessment of teacher needs, grading/evaluation of students, classroom management/discipline, and teacher certification.

In dealing with concerns of first-year teachers, State Department consultants engaged in a variety of activities and/or strategies as indicated in Table 10. The frequencies represent 79% of the activities/strategies reported by the State Department consultants.

TABLE 10

Activities/Strategies in Order of Frequency
(Reported by SDE on Form F-1)

| Activities/Strategies | Frequency |
|---|---|
| Observation | 376 |
| Listening to Teacher Concerns | 319 |
| Discussion of Problems | 133 |
| Suggestions made to Teachers | 112 |

Categories of activities and/or strategies (6% of the responses) include two categories in order of priority: participatory teaching (assisting in small groups) and explanation of content.

Neither demonstration teaching nor micro-teaching/simulation activities were used by the State Department consultants in assisting teachers with their concerns.

The remaining topics of concerns listed as "other (15% of the responses) involved explanations and clarifications of the First-Year Teacher Pilot Program purposes. This entailed the periodic assessment of individual teacher's needs and competencies.

During the majority of the contacts with first-year teachers, the State Department consultants did not use any equipment or materials. Table 11 gives data concerning those occasions when materials/equipment were used, i.e., 39% of the contacts with first-year teachers.

TABLE 11

Material/Equipment Used in Order of Frequency
(Reported by SDE on Form F-1)

| Material/Equipment | Frequency |
|---|---|
| Printed Material | 143 |
| Instructional Module | 32 |
| Filmstrip Projector | 23 |
| Filmstrip | 20 |
| Record Player | 15 |

University of Alabama in Birmingham. The activities of clinical professors in the field involved working with first-year teachers in the experimental group.

Table 12 indicates the major topics of concern (74%) reported by the U.A.B. personnel.

### TABLE 12

Subject/Topic of Concern in Order of Frequency
(Reported by U.A.B. on Form F-1)

| Subject/Topic | Frequency |
|---|---|
| Teacher Planning | 428 |
| Interaction Skills | 354 |
| Planned Activities | 208 |
| Teacher-Student Planning | 125 |

Categories of concern (11% of the responses) include the following topics listed in order of priority: resources of instruction, teamwork, clerical/managerial tasks, responsibilities and ethics.

The remaining topics of concern listed as "other" (14% of the responses) included the following items listed in order of priority in assisting the first-year teachers: explanation and clarifications of the purposes of the First-Year Teacher Program including assessment of teachers' perceived needs, grading/evaluation, assessment of needs based on classroom observation, classroom management/discipline follow-up of Teacher Center activities, and teacher certification.

Major activities and/or strategies employed to assist first-year teachers are found in Table 13. The activities cited in the table represent 76% of the activities/strategies reported.

Additional categories of activities and/or strategies (17% of the responses) include the following listed in order of priority: explanation of content, participatory teaching (assisting in small groups), microteaching/simulation, and demonstration teaching.

TABLE 13

Activities/Strategies in Order of Frequency
(Reported by UAB on Form F-1)

| Activities/Strategies | Frequency |
|---|---|
| Observation | 485 |
| Listening to Teacher Concerns | 405 |
| Explanation of Teaching Techniques | 212 |
| Suggestions Made to Teachers | 193 |
| Discussion of Problems | 185 |

The activities and/or strategies listed as "other" (7% of the responses) included the following items listed in order of priority: explanation of the First-Year Teacher Pilot Program including the purposes of assessing first-year teacher needs and competencies as perceived by the teacher, assessment of needs based on observation, and planning for Teacher Center activities.

A more detailed explanation of what was intended by "techniques" in Teaching Techniques, by "problems" in Discussion of Problems, and by "suggestions" in Suggestions Made to Teachers can be found in Appendix G.

Clinical professors did not use materials or equipment during 36% of their assistance efforts with first-year teachers. However, during the other sessions, they used a variety of materials and equipment as shown in Table 14. These materials accounted for 93% of all materials utilized.

### TABLE 14

Material/Equipment Used in Order of Frequency
(Reported by UAB on Form F-1)

| Material/Equipment | Frequency |
|---|---|
| Printed Material | 282 |
| Filmstrips | 196 |
| Film projector | 134 |
| Films | 133 |
| Filmstrip projector | 43 |
| Messenger VII | 43 |

Films used most frequently were those concerning specific teaching techniques: fluency in asking questions, asking probing questions, using higher-order questions and divergent questions, reinforcement, cueing, set induction, stimulus variation, closure, etc.

Filmstrips used most frequently were devoted to controlling classroom behavior, writing educational objectives, selecting appropriate educational objectives, preparing teacher-made performance tests, individualizing instruction, and opening classroom structure, etc. These examples are illustrative and far from exhaustive.

## Teacher Center Operation

Description of the Teacher Center. The Teacher Center was housed on the UAB campus. One large room was equipped for the anticipated activities of the Teacher Center. Various types of equipment included a videotape unit, a 16mm film projector, a filmstrip projector, an overhead projector, a tape recorder, a record player, a portable screen and a listening center with headphones.

Room dividers were provided so that small groups could work undisturbed by others. The room was carpeted so that the sound of various groups could be absorbed and videotaping carried on without interference. Tables and comfortable chairs were provided so that all-day sessions could be held without physical discomfort.

Personnel Using the Teacher Center. The Teacher Center became the site for all meetings of the Task Force, the Advisory Committee, and the UAB program staff.

Clinical professors were responsible for all activities on Teacher Center days when first-year teachers were in attendance. As indicated in Figure 8, page 30, fifty percent of the first-year teachers came to the Center three times during the year for a full day. The other first-year teachers were not assigned days in the Center because of the effort to determine the degree/nature of the Center's effectiveness. Of the teachers who attended the Center, fifty percent had cooperating teachers in attendance with them. Frequently, the LEA coordinators also attended Teacher Center days with teachers from their school systems. At times SDE consultants were in attendance with teachers assigned to them.

It was hoped that the presence of personnel of all agencies and, particularly, of on-site cooperating teachers would provide for a more integrated support system for first-year teachers.

Teacher Center Activities. Areas which were emphasized in the activities included individualizing instruction, classroom organization, evaluation techniques, unit development, and the generic teaching skills already mentioned - i.e., set induction, stimulus variation, fluency in questioning, etc.

Clinical professors planned Teacher Center sessions which included a variety of activities: viewing films and filmstrips, microteaching, discussion, lesson planning, etc. Teachers worked in large groups, in small groups, and individually. Figure 10 is a description of one typical session. Figure 11 depicts the physical arrangement of equipment needed for that particular session.

When participants arrived at the Teacher Center, clinical professors provided them with written descriptions of objectives and activities for the day. It should be remembered that the in-service activities for first-year teachers were based upon a core of competencies deemed important _and_ individual needs.

To exemplify one clinical professor's approach to meeting a teacher's individual needs, a learning package designed for one teacher is printed in its entirety in Appendix H. It should be noted that individual learning packages were prepared for each of the teachers who attended this Teacher Center session.

_Teacher Center Evaluation_. Following sessions in the Teacher Center, clinical professors asked participants to evaluate the session. An example of an evaluation form is found in Appendix I. Comments were written on the back of unsigned sheets. The following comments were typical:

> I found the sessions very helpful in clarifying objectives and of great help in coordinating the work we are trying to accomplish. The _time_ to work together with an advisor as most beneficial.

FIGURE 10

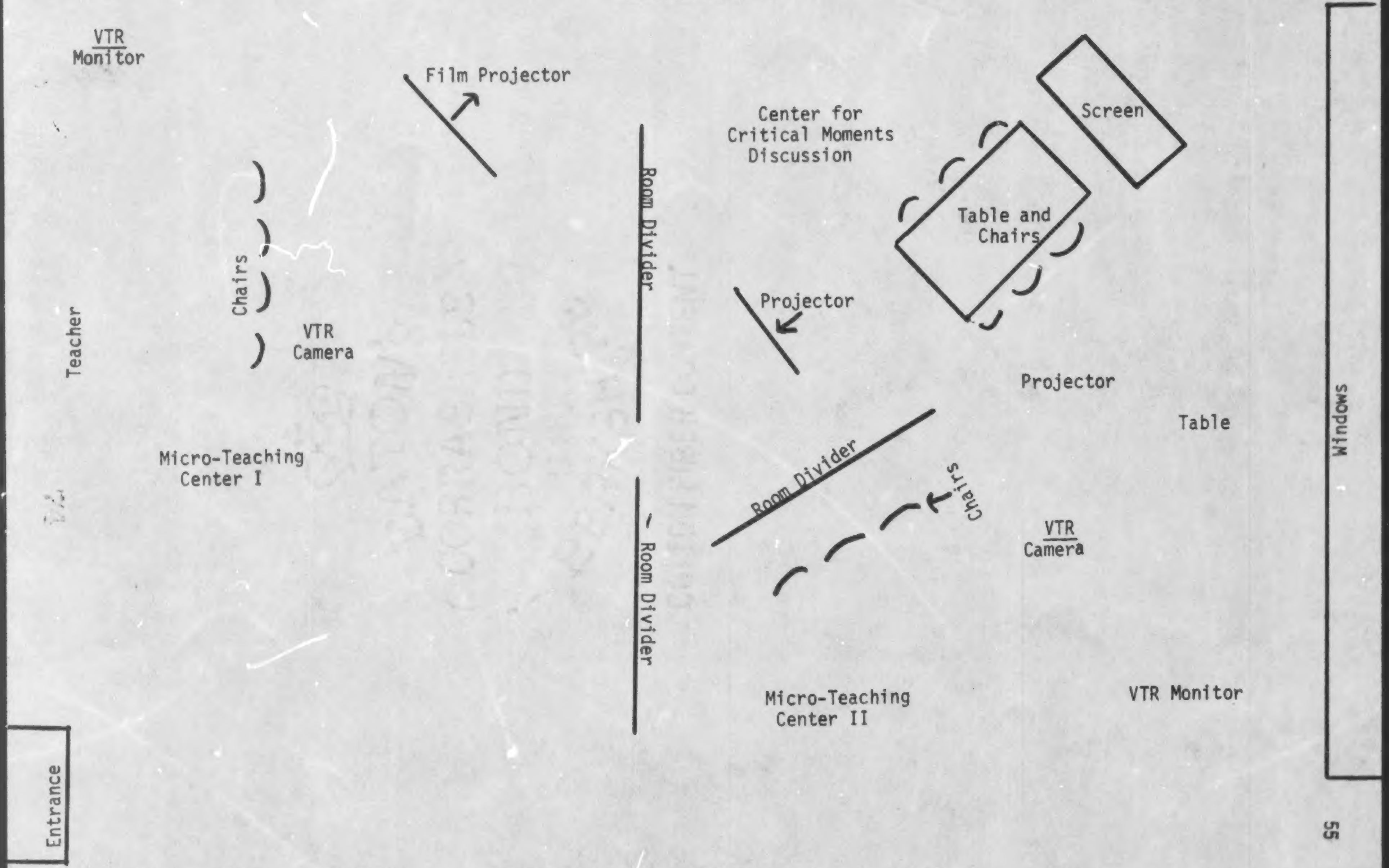
## TEACHER CENTER SESSION

Objectives - Instruction - Follow-Through
and Floor Plan for
Rotational Scheduling

| OBJECTIVE | INSTRUCTION AND/OR MATERIALS | FOLLOW-THROUGH |
|---|---|---|
| 1. In planning for instruction, the first-year teachers will list at least two multi-level learning activities for students. | 1. The first year teachers in groups of 4-5 will view the Critical Moment Film Walls and will be asked to discuss the mistakes in planning which create the crisis in the film - delineating some conclusions. 45 min. | 1. The clinical professor will work with teachers individually on writing objectives and creating multi-level learning activities which enable their students to meet the objectives. |
| 2. In planning for instruction, the first-year teacher will list at least two evaluation techniques. | 2. The first-year teachers in groups of 4-5 will view the Critical Moments Film Report Card and will be asked to consider what the teacher can do to prevent the crisis in the future without sacrificing her objectives, rapport with pupils, or her job. 45 min. | 2. The clinical professor will work with teachers individually on developing a viable grading system. |
| 3. The first-year teacher will use set induction when introducing a lesson or new materials so that pupils are stimulated to participate. | 3 - 5. Each teacher in a group of 4-5 will spend 1½ hours in each of two microteaching sessions where they can choose to work on two or more of the following skills.<br>Center I<br>1. Fluency in Questioning<br>2. Set Induction<br>3. Stimulus Variation<br>Center II<br>1. Divergent Questions<br>2. Probing Questions<br>3. Higher Order Questions<br>Films corresponding to these skills are to be viewed. Next, teachers devise a three-minute lesson emphasizing the skill. The microteaching group plus the video-tape recorder are used to convey feedback to the teacher with reference to his or her presentation of the skill. At the beginning of the session, while having coffee and donuts, the teachers will view an introductory film on microteaching and a demonstration of the equipment. Total time 3½ hours. | 3. During the second semester, the first-year teachers will be asked to plan lessons (which I will observe) emphasizing the various skills. These will be videotaped and discussed with the teacher. Also another Teacher Center session will be used to work on these and other competency related interaction skills. |

FIGURE 11

TEACHER CENTER


VTR
Monitor
Teacher
Film Projector
Chairs
VTR
Camera
Micro-Teaching
Center I
Entrance
Room Divider
Room Divider
Center for
Critical Moments
Discussion
Screen
Table and
Chairs
Projector
Projector
Room Divider
Chairs
VTR
Camera
Table
Micro-Teaching
Center II
VTR Monitor
Windows

> I thought the center was very enlightening-gave useful information that could be used.
>
> In the two days here I worked mostly on individualization. The materials I used on this mode of instruction were more than helpful. It has cleared up all my questions about individualization. I can now go into my classroom with more effective, creative, and stimulating ideas for my students.
>
> I can say that this is one session that I have enjoyed and it was most rewarding. Thank you for your help.
>
> Maybe next time the Teacher Center could be scheduled for three consecutive days.

## The Advisory Board

An advisory board was specified to be composed of representatives of concerned groups or organizations appointed by the State Superintendent of Education, from among individuals recommended by their respective group, agency, or organization, to serve as: (a) listeners and reactors to the plans developed by professional educators; (b) providers of new ideas and strategies to be considered for implementation by professional educators; (c) disseminators of information relative to the specific program with which the advisory board is concerned.

The University of Alabama in Birmingham First-Year Teacher Program Advisory Board was appointed to serve at the discretion of the State Superintendent of Education. Advisory board members had no legal authorization to become directly involved in program operation.

The Alabama State Superintendent of Education asked the Parent-Teacher Association/Parent-Teacher Organization and the local professional organization in each of the seven participating school systems to recommend for membership on the advisory board five representatives, one of whom was appointed by the Superintendent to serve on the advisory board. The term of service, one academic year, was stipulated by the State Superintendent of Education in his letter of appointment. In the event that an individual could not fulfill his/her appointed term, the State Superintendent of Education selected a second representative of the organization from the list originally submitted by that organization. One student in education was selected to serve on the advisory board by each of the eight institutions of higher education in the consortium area.

The State Superintendent called the initial meeting of the advisory board. Thereafter, the advisory board met at the discretion of the State Department of Education Coordinator of the University of Alabama in Birmingham First-Year Teacher Pilot Program. Each board member received written notification of meetings at least two weeks in advance. The State Department of Education Coordinator and the University of Alabama in Birmingham Coordinator of the First-Year Teacher Pilot Program served as chairman and secretary respectively on the advisory board. One coordinator of a local education agency was elected by the Task Force to represent the local education agencies.

Written recommendations of the advisory board were submitted by the advisory board to the University of Alabama in Birmingham First-Year Teacher Pilot Program Task Force, which responded to the recommendations, in writing, within a reasonable length of time (Appendix J).

## Protocol Materials

The development of protocol materials was not designated as a specific purpose of this program. It seemed appropriate, however, to develop insofar as possible certain materials which might be of value in in-service professional development programs throughout the state. Consequently, three different kinds of protocol materials were produced.

### Filmstrip

A filmstrip concerned with keeping records is being prepared because a need for assistance with record keeping was indicated by first-year teachers during each of the two pilot years. The statewide questionnaire (1973-74) provided strong support for assistance with record keeping. In addition, coordinators of each of the local education agencies indicated that a filmstrip devoted to helping teachers keep the Alabama School Register would be helpful. In response to this information, UAB is developing a cassette-filmstrip presentation designed to help teachers with the keeping of the Alabama School Register, the legal documentation of school attendance. One copy of the cassette-filmstrip will be sent to each of Alabama's school systems at no charge to them. Additional copies will be sent to the Alabama State Department of Education; two copies will be retained at UAB for use with students in education.

### Film

From a need expressed by a first-year teacher, the idea for a 16mm film was devised. This teacher asked for assistance in dealing with a disturbed child in a regular classroom; specifically, the teacher sought assistance in the form of a film or other similar media. No such film was available. Consultation with other educators at UAB yielded information that no one knew of an existing film which would meet this need.

Faculty members of the UAB School of Education and the UAB School of Medicine (Department of Psychiatry) conferred. All concerned were aware that there is no simple 1 - 2 - 3 recipe which will solve all problems involving children who are emotionally disturbed. However, it was agreed that the great majority of teachers - if not all of them - would at some time have emotionally disturbed pupils in their classes. It was agreed also that the term "emotionally disturbed" in this context did not necessarily refer to young people who were suffering from a severe or deep-rooted problem. Instead, one might be concerned about students who were simply responding to specific situations or events.

At any rate, it was agreed that a film to help teachers deal with these troubled students in the context of a regular classroom was in order. The film would be addressed to helping teachers recognize emotional disturbances, expand their repertoire of responses and communication skills in helping disturbed students, and recognize symptoms which might indicate student vulnerablility to psychiatric disorders. With the exception of one, all coordinators of the local education agencies thought that a film dealing with this subject would be helpful.

At the time of this writing, then, work is underway on this 16mm film which is expected to be completed in August, an example of collaboration of the School of Education and the School of Medicine at UAB.

## Individual Learning Packages

A number of individual learning packages were developed for specific problems for individual use. An example of one such package is found in Appendix H of this report. These learning packages could serve as models for other packages.

# CHAPTER III

# INSTRUMENTATION AND THE ANALYSIS OF RESULTING DATA ON OUTCOMES

The evaluation of the effectiveness of the First-Year Teacher Pilot Program was concerned 1) with attitudes and achievement of students and 2) with attitudes and behavioral competency of teachers, judged both by observation and by test. A brief description of the instruments used in this process is included in this chapter. Complete descriptions of many of the instruments or the instruments themselves are contained in Appendix D. Also contained in the chapter is an analysis of the data which were obtained.

## Development and Validation of the Instruments

### Cowles Pupil Opinion Instrument

In order to determine whether elementary school students of experimental and control group teachers viewed themselves differently at the end of the year as a result of the year's experiences, the Pupil Opinion Instrument was administered to selected third, fourth, fifth, and sixth grade students on a pretest - posttest basis. Classes of both control and experimental first-year teachers were tested.

The Pupil Opinion Instrument is a well-established measure designed by Dr. Milly Cowles to determine the feelings of children about their relationships to other pupils in the classroom and about their school success and achievement. Dr. Cowles has determined the test-retest reliability to be .77, quite satisfactory for an instrument being used for group comparisons. Moreover, content validity was established by judgements of a panel of twelve (12) experts in measurement of child development.

## School Morale Scale

The School Morale (SM) Scale was administered on a pretest - posttest basis to selected secondary school students of both experimental and control teachers (N=30) in order to see if there was any difference in the way secondary students assigned to control teachers and experimental teachers saw themselves, their school, and their school settings.

The School Morale Scale is an 84-item Likert-type scale which measures seven aspects of a student's morale about school. Subscale alpha reliability coefficients range from .42 to .78, and subscale intercorrelations range from .29 to .68. Overall scores were computed and "overall attitude" was obtained for each student. This single value seemed most worth obtaining since the subscale dealing with general school morale correlated substantially (.41 to .68) with all other subscales.

## California Achievement Test

The California Achievement Test was administered to the same third, fourth, fifth, and sixth grade students (N=13 teachers) as was the Cowles Pupil Opinion test, pretest - posttest, in order to obtain evidence of whether the support team efforts had made any difference in the achievement of elementary students. It should be noted that the small value of N is a result in part of another testing program conducted by the State Department of Education. The State Department of Education did supply the First-Year Teacher Pilot Program with testing results for fourth grade classes; however, results on fifth grade classes were unavailable. The California Achievement Test is a widely used standardized achievement battery with KR-20 reliability ranging from .90 to .96 in grades 2-6.

### Peabody Individual Achievement Test

The Peabody Individual Achievement Test (for special education students, N=11 teachers) was administered on a pretest - posttest basis in order to determine whether the support team had made any difference in the achievement of special education students. The Peabody Individual Achievement Test is a standardized instrument with 5 subscales. Test-retest reliability ranges from .64 to .89.

### Comprehensive Tests of Basic Skills

This widely used measure of academic achievement was administered, pre and post, to grades 7 - 12 (N=23 teachers). KR-20 reliability coefficients range from .76 to .95. Students were tested only in the specific subject area (e.g., mathematics) of the particular first-year teacher involved.

### Forms L, M, and N

Forms L and M grew out of the need to know how well first-year teachers were dealing with the development of professional competencies (Form L) and proficiency in managerial tasks (Form M). The competencies which local supervisors (usually principals) were asked to judge at both the beginning and the end of the year were established during the 1973-74 year.

Form N was developed to obtain judgments of competency in several teacher behaviors. This form was completed by personnel from each of the three agencies involved in the program. Aside from providing data which assisted the support team in its work with first-year teachers, data from this form provided insights into how personnel from different agency backgrounds perceive the same general teacher behavior. Form N was designed by UAB program personnel and was used twice by the clinical professors and twice by State Department consultants for each experimental teacher (N=80). The form was used twice by principals at both the beginning of the year and at the end of the year for both experimental and control teachers (N=164). Based on the results of the first year of the program, forms L, M, and N were extensively revised for the second year (Appendix D) in order to more effectively rate the teacher competencies being dealt with.

Correlation coefficients of Form N with other competency measuring instruments (Form L, M, and the ETS/UAB Instrument) may be found in Appendix K. Of particular interest are the relatively high correlations (r = .12 to .77, median r = .47) between Forms L, M, and N when used by principals. Although L, M, and N cannot be considered alternate forms of the same instrument, these high correlations at least lend support to their validity as measures of important competencies.

ETS/UAB Instrument

A combined effort (UAB staff and Educational Testing Service) produced a 125-item paper-and-pencil test of teacher competency in the first year of the program, designed to supplement evidence obtained by observation.

An effort was made to include questions which would test the first-year teachers' knowledge of and commitment to competencies thought to be advantageous to a classroom teacher. Competencies were categorized into 14 areas which included technical skills, evaluation, teaching strategies, assessment of needs and interests, etc. These 14 competency areas were then grouped into 4 more general subtests. The instrument was then administered to all experimental and control teachers at the end of the first year of the program.

Using data from the first year, the UAB research staff employed both item analysis and factor analysis in an effort to revise the instrument. Factor analysis was utilized to see exactly how items were "clustering" together, and this in turn was useful in reclassifying certain items relative to the competency categories. Item analysis revealed insights for item revision and, in some cases, deletion.

The revised 112-item instrument was administered to both experimental and control teachers (N=164) at the end of the second year. The KR-20 reliability coefficient for total score on the ETS/UAB Instrument was .91.

### Semantic Differential

The Semantic Differential was administered on a pretest - posttest basis to all experimental and control first-year teachers (N=160). This technique was used to ascertain changes in attitudes during the year of control teachers (without help) and experimental teachers who were assisted by the support team.

The Semantic Differential was applied to 12 different concepts, e.g., "discipline", each of which was rated on 12 seven-point scales. Responses were given a numerical value ranging from 1 point (least desirable response) to 7 points (most desirable response). Total scores and mean scores were computed for each concept. These concept means were intercorrelated as a check on the internal validity of the instrument. That is to say, it was of interest to know which items were consistent with other items on the instrument. These intercorrelations were generally quite high, ranging from .27 to .63 with a median of .44. All of the 66 intercorrelations were significant at the .001 level.

### Form F-1 Assistance Report

Form F-1 was designed to allow all members of the support team to systematically record their reactions to the first-year teacher in the field in terms of perceived problem areas, assistance offered, areas of weakness, climate in which assistance was received, and general considerations. These forms were also completed by UAB personnel when teachers were brought in to the Teacher Center.

### Form F-2T Team Report

Form F-2T allowed the support team to summarize in the group meeting the areas in which the first-year teacher needed assistance. In addition, the form permitted an evaluation of the teacher's attitude and each member's estimation of the teacher's competency at that particular time; an option was left open for any member to cast a dissenting vote on the composite judgment. This evaluation was for the purpose of assisting the team in its work with the first-year teacher. All such evaluations were considered classified data. The only use made of these evaluations by this program was in evaluation of the program's effects.

## Needs Assessment Questionnaire

The needs assessment questionnaire was administered near the beginning of the support effort and was used to allow first-year teachers to indicate areas in which they felt deficient. First-year teachers were told to choose responses which they felt most nearly stated their position. In an earlier orientation session, first-year teachers had been asked to list areas where they felt they were weak and areas where they felt they would need little or no help.

Toward the end of the school year when the ETS/UAB Instrument and the posttest of the Semantic Differential were administered, the first-year control teachers were asked to respond to an eight part questionnaire (since they had not been visited by clinical professors or State Department personnel who mad reports on experimental teachers for the research component of this program). The questionnaire was administered in order to get from control teachers they perceptions about their pre-service instruction and areas where they perceived most assistance was needed. In addition, the same questionnaire was administered to experimental teachers as a check on whether they responded to a questionnaire in a manner similar to that in which they answered oral questions from UAB interviewers.

### Verbal Interaction Analysis and Classroom Observation System

This direct observation instrument of a low inference type was used to judge the classroom atmosphere. The observer coded teacher and student/peer behavior during verbal interaction. Since there were only six categories of action which the observer could choose, the system was relatively simple to learn and administer (Appendix D). In preliminary field tests it was found that interrater reliability of .85 could be reached in less than four hours of intensive training of four observers. Pre and post observations on seventy-five (75) first-year teachers were available for analysis in this study.

### Interviews

Two interviews were conducted during each year for the purpose of providing information for use by the Task Force to set policy to guide the support team members. The interviewer asked systematic questions of the first-year teachers, cooperating teachers, principals, LEA coordinators, State Department consultants, clinical professors and the UAB coordinator. Each of the sets of data was compiled into a report for the consortium in addition to being made available to the UAB staff.

## Evaluation and Assessment

The following specific questions were addressed in an effort to evaluate the First-Year Teacher Pilot Program:

1. Were the attitudes of students of experimental and control teachers significantly different?
2. Were attitudes (and/or changes in attitude) of experimental and control teachers significantly different?

3. Was the achievement of students of experimental and control teachers significantly different?
4. Were teacher competencies of experimental and control teachers significantly different?
5. Were the correlations of student attitudes with teacher attitude and/or competency of experimental teachers significantly different from the corresponding correlations for control teachers?
6. Were the correlations of student achievement with teacher attitude and/or competency of experimental teachers significantly different from the corresponding correlations for control teachers?
7. Within the experimental group, did attendance at the Teacher Center and/or provision of a cooperating teacher significantly influence teacher attitude or competency?

## Analysis of the Data

Technical data concerning the statistical analysis of the questions may be found in Appendix L.

Student attitudes were measured by the Cowles Pupil Opinion Instrument for both elementary and special education students. Attitudes for secondary students were measured by the School Morale Scale. Grade level and initial differences in attitudes (measure by pretest) were treated as control variables when available. i.e., the influence attributable to these variables was "taken out" by the use of the statistical technique of analysis of covariance. It was found that, in all comparisons, attitudes of students of experimental teachers did not differ significantly from attitudes of students of control teachers.

Attitudes of both elementary and secondary teachers were measured by the Semantic Differential. Pretest scores were available, and hence again the initial differences were "taken out." The groups were compared on all 12 of the attitudinal items. It was found that experimental teachers had significantly more positive attitudes than control teachers on three items:

1. Experimental teachers had a significantly ($p < .05$) more positive attitude toward the concept of "evaluation of student achievement" than control teachers. Conceivably this resulted from the fact that UAB and SDE personnel provided help in grouping for instruction and in individualizing instruction, both of which depend heavily on knowing the achievement level of students.

2. Experimental teachers had a significantly ($p < .05$) more positive attitude toward the concept of "Experienced Teacher" than control teachers. This may be explained by the fact that half of the first-year teachers had an individually assigned cooperating teacher and the close association affected the first-year teacher's perception of the "teacher" as a professional.

3. Experimental teachers had a significantly ($p < .05$) more positive attitude toward the concept of "Interaction Analysis" than control teachers. This may have resulted from the fact that all experimental teachers had some contact with interaction analysis since SDE consultants observed, coded and interpreted the classroom climate at least once during the year. In addition some of the clinical professors worked on the Flanders system with individual teachers and with groups in the Teacher Center.

Student achievement was measured by the California Achievement Test (elementary students), the Peabody Individual Achievement Test (special education students), and the Comprehensive Test of Basic Skills (secondary students).

Secondary students were tested only in the specialized subject area of the first-year teacher; therefore it was necessary to in some way "equate" all secondary test scores for group comparison purposes. This was accomplished by first converting all raw scores to national percentile rank scores and then normalizing these percentile rank scores by converting them to standardized scores. In this way, all experimental and control students, regardless of subject area, could be compared by group.

Both pretest and posttest scores were available on student achievement, and thus it was possible to treat grade level and initial differences in achievement as control variables. At both the elementary and secondary levels, and also for special education students, it was found that student achievement was not significantly different between students of control and experimental teachers.

Teacher competency was measured by the ETS/UAB Instrument, Form L, Form M, and Form N. On the basis of the ETS/UAB Instrument alone, no significant difference in competency was found between control and experimental teachers. However, at the secondary level, principals rated experimental teachers significantly ($p < .05$) higher than control teachers on Form N. Also, principals rated both elementary and secondary teachers attending the teacher center significantly higher on Form L and M than those not attending the Center.

Using the Fisher $z$ - transformation, significance tests were made between control and experimental teachers on correlations between

(a) student and teacher attitudes
(b) student achievement and teacher attitude
(c) student attitude and teacher competency
(d) student achievement and teacher competency.

No significant differences were found. There were, however, certain correlations involving teacher attitude which should be noted.

1. Experimental group teachers' attitudes toward the concept of "Evaluation of Teacher Performance" correlated significantly ($p < .05$) with general student attitude (Pupil Opinion Instrument).

2. Experimental group teachers' attitudes toward the concept of "Interaction Analysis" correlated significantly ($p<.05$) with clinical professors' Form N ratings. They also correlated significantly ($p<.01$) with the SDE's Form N ratings.

3. Experimental group teachers' attitudes toward the concept of "Evaluation of Student Achievement" correlated significantly ($p<.05$) with secondary level student achievement (CTBS). The correlation in the control group between these two variables was not significant.

Initial and final ratings of first-year teachers on the interaction-observation instrument were rank ordered according to the judgment of the author of the instrument. The rank orderings were divided into thirds, and attention was given to the teachers who moved out of the lower or upper third, those who remained in their respective third, and those who moved into the upper or lower third from a different initial level. The proportions of experimental and control teachers in each case mentioned above were compared, and no significant differences were found; however, it is interesting to note that the final rank ordering correlated significantly with clinical professors' ratings of teacher competency (Form N).

When attention was restricted to experimental teachers only, it was found that those teaching at the elementary level (grades 1-7) had significantly ($p<.05$) more positive attitudes on three of the concepts in the Semantic Differential than those teaching at the secondary level. These three concepts were "school principals", "pupils", and "school policies." Student attitude, student achievement, and teacher attitude were not significantly different between the experimental first-year teachers who attended the Teacher Center and/or who had cooperating teachers and those who did not.

# CHAPTER IV

## FINDINGS FROM PROCESS ON OPERATIONAL DATA

In order to determine the people/time organizational and utilization patterns which seem to function most effectively in the assistance of the first-year teachers, it was necessary to obtain data pertaining to five factors: (1) the most common needs of first-year teachers, (2) the nature of assistance rendered by the support team in attending these needs, (3) the kinds of assistance which were perceived to be most useful by not only first-year teachers but cooperating teachers and principals, (4) the most economical and efficient mode of providing this assistance, and (5) problem areas.

Data were available from the support team in the form of assistance reports (the F-1 forms) which were completed by personnel from the three agencies and from A-1 forms completed by first-year teachers during the initial orientation meeting. Additional information was obtained (1) from interviews which all participants granted to researchers at mid-year and again at the end of the school year and (2) through a questionnaire completed by first-year teachers at the end of each year.

### Perceived Needs

During each of the two years of the pilot program first-year teachers had many opportunities to state and discuss their needs with support team personnel. In an orientation session they were asked to state areas in which they perceived possible weaknesses (Form A-1).

During the year in individual conferences with support personnel and in team meetings, first-year teachers could discuss any problems or needs that they might have. Planning, teaching skills, record keeping and discipline were areas which were indicated both years in the initial contact (Form A-1). See Table 4, page 42.

Support team personnel from all three agencies agreed in part with first-year teachers on their perception of needs See Table 15.

TABLE 15
First-Year Teacher Needs
(Interview Data)

| Area of Needs | Percent of Cooperating Teachers | | Percent of Principals | | Percent of SDE | | Percent of UAB | |
|---|---|---|---|---|---|---|---|---|
| | 73-74 | 74-75 | 73-74 | 74-75 | 73-74 | 74-75 | 73-74 | 74-75 |
| Discipline | 46% | 30% | 50% | 33% | * | * | * | * |
| Planning/ Techniques | 35% | 42% | 47% | 30% | 100% | 100% | 100% | 100% |
| Record Keeping | 19% | 15% | 3% | 16% | * | * | * | * |

* SDE and UAB agree that the major problem is in the area of planning/ strategies, an area which when attended to usually substantially reduces problems in discipline.

In summary, first-year teachers and their LEA support team seem to agree that a first-year teacher generally experiences significant problems in planning and discipline. First-year teachers also suggest a need for help in record keeping, an area which support team personnel seem to disregard in the interview.

## Assistance by Support Team

From data provided in assistance reports (Form F-1), support team personnel reacted to the perceived needs of the first-year teachers to considerable extent. For example, during both years of the program each of the three support agencies directed more than half their attention to the areas of planning and teaching skills. Even though first-year teachers indicated a need for assistance in discipline and record keeping, the F-1 data suggests that the support team did not show as much concern for these areas. Table 16 illustrates the areas in which support personnel were concerned most often.

During the 1973-74 year, the topics listed under "other" (in order of frequency) by UAB personnel were (1) diagnosing and assessing first-year teacher needs, (2) explaining and clarifying the program and (3) building trust and encouraging the first year teacher. State Department consultants indicated that (1) effective utilization of available time and (2) planning for next year were topics of concerns. LEA personnel listed physical arrangement of classrooms and grading and evaluation.

During the year 1974-75 the topics listed under "other" by UAB personnel (in order of frequency) were (1) explanation and clarification of the program (2) grading and evaluation (3) assessment of needs and (4) follow-up of Teacher Center activities. State Department consultants listed (1) explanation and clarification of team meetings (2) grading (3) discipline and (4) discussion of Teacher Center activities. LEA personnel mentioned (1) explanation and clarification of the program, (2) follow-up on team meetings and (3) classroom management/discipline/ evaluation.

## TABLE 16

Assistance Given First-Year Teachers
(From Form F-1, "Topic of Concern")

| Assistance Areas | Percent of Assistance by UAB | | Precent of Assistance by SDE | | Percent of Assistance by LEA | |
|---|---|---|---|---|---|---|
| | 73-74 | 74-75 | 73-74 | 74-75 | 73-74 | 74-75 |
| Teacher planning Teacher/Student Planning | 20% | 34% | 29% | 26% | 16% | 30% |
| Teaching Skills (Interactive Strategies) | 45.4% | 21% | 47% | 17% | 39% | 4% |
| Discipline | 8% | * | 10% | * | 12% | * |
| Record Keeping Clerical Activities | 0% | 1% | 0 | 2% | 5% | 6% |
| Planned Activities | * | 11% | * | 6% | * | 11% |
| Resource for Instruction | 12% | 5% | 14% | 8% | 19% | 15% |
| Ethics | 1% | 0 | 6% | 2% | 2% | 1% |
| Teamwork | * | 2% | * | 2% | * | 3% |
| Responsibilities | * | 1% | * | 2% | * | 6% |
| Other | 14% | 25% | 4% | 35% | 7% | 24% |

* Not offered as a separate topic of concern on Form F-1 of that year.

## Assistance Perceived as Most Useful

### Pre-Service

First-year teachers were asked to evaluate their pre-service teacher training at two different times in two different ways: personal interviews and questionnaires. In both cases, responses came after the teachers had had adequate opportunity to determine what competencies were needed for them to function appropriately in a classroom setting. Table 17 shows what experimental teachers thought of pre-service preparation in both 1973-74 and 1974-75. It is clear from the interview data that in both years first-year teachers valued their pre-service clinical experience quite highly.

TABLE 17

Value of Pre-Service Training
(From Interviews, Spring)

| Response | Percent of Teachers 1973-74 | 1974-75 |
|---|---|---|
| "Very Helpful" to "of some help" | 57% | 74% |
| Courses Most Helpful<br>A. Student Teaching | 74% | 61% |
| B. Methods | 17% | 27% |
| C. Psychology | 9% | 0 |
| D. Foundations | 0 | 5% |
| E. No response | 0 | 7% |

Table 18, information from questionnaires, indicates responses to essentially the same questions, but the responses indicate a substantially higher rating for the teachers' undergraduate teacher education programs.

TABLE 18

Value of Pre-Service Training
(from questionnaire, Spring)

| | Percent of Teachers | | | |
|---|---|---|---|---|
| | 1973-74 | | 1974-75 | |
| Response | Exp. | Con. | Exp. | Con. |
| Very useful<br>Some use | 85% | 92% | 92% | 90% |
| Little or no use | 15% | 8% | 8% | 10% |
| Courses Most Useful | | | | |
| A. Student Teaching* | | | 57% | 58% |
| B. Methods | 48% | 40% | 24% | 20% |
| C. Foundations* | | | 10% | 10% |
| D. No Response | | | 9% | 12% |

* Not offered as a choice on 1973-74 questionnaire.

In conclusion, using two methods of determining the feelings of first-year teachers about pre-service training, it is rather clear that teachers value their pre-service training. But the data indicate a perceived need for more clinical experiences in pre-service or undergraduate programs.

## In-Service

Through interview data from the second year, first-year teachers generally indicate that the greatest assistance has come through a "morale boost" which the three agencies provide working together. During the first year, first-year teachers were more specific when 41% said that the assistance which had been most useful was in planning, teaching techniques and methods, and 56% said the most useful help had come in assistance with classroom management and discipline. The second year, 25% of the first-year teachers said that methods and techniques were most important and 19% said classroom management, discipline, etc., were more important. The only difference here is that during the second year the teachers apparently perceived the cooperative effort of UAB, the SDE, and the LEA as being more valuable, therefore, "general morale boost" was listed 56% of the time as the most valuable.

The questionnaire data indicates that experimental teachers valued most highly help in methodology, individualizing instruction and planning. They suggest that most of the assistance came from work with other teachers (including cooperating teachers) and supervisors' suggestions (including UAB, SDE, and LEA personnel). On the other hand, questionnaire data from control teachers indicated that most useful assistance came in the areas of subject matter, methodology and classroom management. The control first-year teachers indicated that the assistance came mainly from other teachers and from professional education courses.

In many cases there were statistically significant differences in the proportion of experimental and control teachers giving particular answers on the questionnaire. For instance, significantly more experimental teachers listed help with planning as an important kind of assistance received during the year; in addition significantly more experimental teachers favored the use of films and filmstrips as a means of assistance. Control teachers replied in significantly higher proportion that professional education courses had assisted them in their growth as teachers.

Table 19 illustrates the kinds of assistance which first-year teachers said they (1) needed, (2) requested, and (3) received. The differences were significant in eight cases as indicated.

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TABLE 19

Perceived Needs, Assistance Requested, and Assistance Received (from Questionnaires)

| Competencies | Needed | | | | Requested | | | | Received | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1973-74 | | 1974-75 | | 1973-74 | | 1974-75 | | 1973-74 | | 1974-75 | |
| | Exp. | Con. | Exp. | Con. | Exp. | Con. | Exp. | Con. | Exp. | Con. | Exp. | Con. |
| Techniques of Instruction | 31 | 22 | 46* | 32 | 33 | 21 | 39* | 15 | 50 | 53 | 53* | 32 |
| Classroom Management | 39 | 29 | 32 | 23 | 33 | 26 | 31 | 21 | 36 | 24 | 42* | 29 |
| Records | 37 | 39 | 39* | 26 | 40 | 32 | 32 | 24 | 53* | 35 | 52 | 50 |
| Discipline | 45* | 27 | 26 | 30 | 37* | 19 | 30 | 24 | 38 | 22 | 38 | 39 |
| Total | 148 | 117 | 143 | 111 | 143 | 98 | 132 | 84 | 177 | 114 | 185 | 150 |

* Indicates significant difference between proportions of experimental and control group teachers in this category in favor of group figure starred.

## Most Efficient People/Time Utilization Pattern

### People

The organizational pattern which was most positively received by program participants was that which provided for the assignment of an experienced teacher to a first-year teacher by a one-to-one on-site arrangement. This choice of organizational pattern was the prerogative of the local education agency. The data supporting this organizational pattern emanated from the information obtained in interviews during 1973-74 and 1974-75 as shown in Table 20.

TABLE 20

Program Participants Favoring Cooperating-Teacher Organizational Pattern

| Participants | 1973-74 Number | 1973-74 Percent | 1974-75 Number | 1974-75 Percent |
|---|---|---|---|---|
| LEA | | | | |
| First-Year Teacher | 29* | 69% | 44* | 100% |
| Coordinators | 6 | 86% | 4 | 67% |
| Principals | 13* | 100% | 34 | 68% |
| Cooperating Teachers | 35 | 92% | 39 | 96% |
| SDE | 4 | 100% | 4 | 100% |
| UAB** | 6 | 100% | 6 | 100% |

* Those who had cooperating teachers ( in 1973-74, 42 first-year teachers had cooperating teachers, in 1974-75 50 first-year teachers had cooperating teachers, but only 44 were interviewed).

** With the stipulation that cooperating teachers be chosen with care.

From the final interview, it was found that over half (56%) of the first-year teachers viewed the "general moral boost" as the assistance most helpful to them. The fact that some half of the first-year teachers had on-site cooperating teachers with whom they could consult lends credence to the preference for that organizational pattern expressed by the majority of participants.

Time

Time becomes a vital factor when one considers two factors: (1) teachers are assigned to schools which are located in different geographic areas and (2) the school day generally includes the hours from 8:00 a.m. until 3:00 p.m. (with slight variations in the morning and afternoon according to LEA policy).

Table 21 and the explanatory note should be weighed thoughtfully, if these data are to be interpreted in a helpful manner. Table 21 provides the information concerning the total number of hours spent in support activities with first-year teachers. This does not reflect the number of hours spend in preparation, in staff meetings, in Task Force meetings, or in in-service efforts concerning personnel other than first-year teachers. During the two years of this pilot program, for example, UAB faculty members assigned to this program have conducted in-service activities for the faculties of 28 schools. In addition, LEA central office personnel have requested and received in-service sessions in the Teacher Center. UAB program faculty members have also served as consultants on evaluation and re-evaluation teams for public schools and one institution of higher education.

## TABLE 21

Total Time Breakdown for U.A.B. Clinical Professors and State Department Consultants*

(Corm F-1 Data)

| | Number of Contacts with First-Year Teachers | | | Contact Hours with First-Year Teachers | | | | Contact Hours with other LEA Personnel | Total Contact Time in Hours | Total Travel Time (32 weeks) in Hours |
|---|---|---|---|---|---|---|---|---|---|---|
| Agencies | Field | Teacher Center | Team Meetings | Field | Teacher Center | Team Meetings | Total | | | |
| UAB (six clinical professors) | 966 | 156 | 280 | 1004 | 624** | 280 | 1908 | 996 | 2904 | 2304 |
| SDE (four consultants) | 766 | --*** | 280 | 561 | --*** | 280 | 841 | 383 | 1224 | 1920 |

* LEA time breakdown is not given because of the impossibility of gathering complete data for all LEA personnel: program coordinators, cooperating teachers, principals, supervisors, assistant superintendents, etc.

** Time spent in the Teacher Center accounts for 32% of the total contact time with first-year teachers, (One-half of the first-year teachers came to the Teacher Center three times during the year).

*** Although, State Department consultants attended Teacher Center sessions frequently, their time and number of contacts were not included because their attendance was not regular and clinical professors were responsible for these sessions.

The weekly average is given in hours in Table 22. It should be noted that the time breakdown is not given for LEA personnel because the data from the local education agencies were inadequate, (as noted in Table 8, page 45). Further, these figures do not reflect the 110 hours State Department consultants spent in administering the Interaction Analysis instrument to teachers in the control group.

In terms of the most economical and efficient use of the limited time of UAB personnel, the Teacher Center concept appears to have much to offer. Table 21, page 83 shows that thirty-two (32) percent of the clinical professors' contact time came in the Teacher Center. In fact one hundred and fifty-six (156) teacher contacts at the Teacher Center resulted in 624 contact hours (see Table 21). Apart from saving UAB personnel travel time, each 4-hour visit of 52 first-year teachers brought 208 contact hours with 6 clinical professors. Dividing 6 into 208 yields 34 contact hours per clinical professor. Further dividing 34 by 4 yields 8½ contact hours per hour of clincial professors' time. Since field contacts with first-year teachers average about 1.01 contact hours per contact $\left(\frac{1004 + 280}{996 + 280}\right)$, and these are achieved through 1.81 hours $\left(\frac{2304}{996 + 280}\right)$ in "travel time" per field contact, the net ration of field contact hours to clinical professors time would be 0.4 $\left(\frac{1.01}{1.81 + 1.01}\right)$. Thus, one may say the Teacher Center achieves $\frac{8.5}{0.4}$ or 21 times as much in contact hours as field visiting. Of course, mention should be made that this takes no account of teacher travel time. It could be argued that teachers give six hours to achieve four contact hours, but even correcting for 2/3 efficiency, the Teacher Center accomplishes 14 times as much (2/3 x 21 = 14) in "contact

## TABLE 22

Weekly Average of Hours for UAB Clinical Professors and State Department Consultants
(Form F-1 Data)

| Agencies | Average Weekly Contact Time with First-Year Teachers in the field in hours | Average Weekly Contact Time with First-Year Teachers in Teacher Center in hours | Average Weekly Contact time with others in Schools in hours | Average Weekly Contact Time in Team Meetings in hours | Average Total Weekly Contact time in hours | Average Weekly Travel Time in hours |
|---|---|---|---|---|---|---|
| UAB (6 Clinical Professors) | 8 | 1 | 8 | 1.5 | 18.5 | 12 |
| SDE (Four Consultants) | 4.4 | ----* | 5 | 2.2 | 11.6 | 15 |

* Although State Department consultants attended Teacher Center sessions frequently, this time was not included because their attendance was not regular and clinical professors were responsible for these sessions

hours per teacher-professor hours" as field activities.

In addition, thirty-four (34) percent of the teachers who came into the Teacher Center indicated the Center experiences were the most useful activities directed by UAB. Of the first-year teachers interviewed, twenty-four (24) percent indicated that micro-teaching was the Teacher Center activity most useful to them. This information has reinforcement from cooperating/clinical teachers who attended the Teacher Center, a according to 40% of them, micro-teaching was the activity of greatest benefit. Twenty-two (22) percent said that working with new materials was of greatest assistance and thirty-four (34) percent said that group discussion had been of most benefit to them. It should be noted that this information came after these teachers had been to the Teacher Center only three times.

Further, fifty-seven (57) percent of all first-year teachers receiving assistance indicated in interview that use of films and filmstrips on techniques and methods constituted the most useful activity directed by clinical professors. Principals were in agreement that the use of these films and filmstrips constituted the most valuable aspect of the assistance given to first-year teachers. These several data sources show quite clearly that a Teacher Center can be an effective means of delivering support to first-year teachers.

## Problem Areas

Along with the consideration of perceived needs, kinds of assistance termed most appropriate, etc., it was the task of this project to identify problem areas in an effort to correct them or avoid them in future work. Using interview and questionnaire data, it was possible to identify some six potential problem areas:

1. need for changes in pre-service training,
2. need to alleviate the threat to first-year teachers by certain support team personnel,
3. lack of concensus concerning the nature of first-year teachers' needs,
4. problems in coordinating assistance efforts,
5. need for more care in choosing cooperating teachers,
6. care in first-year teacher assignment.

## Changes in Pre-Service Training

From available data, it is clear that most first-year teachers believe that their pre-service training was helpful; however, there is substantial evidence that not enough clinical experiences are provided. On the 1975 interview, over half of those responding (experimental, 57%, and control, 58%) said that more on-site experience was needed. From interviews some eighty-three (83) percent say that the in-service assistance provided by the first-year teacher program was of help, and fifty-six (56) percent thought that most of the assistance could have been provided in their pre-service program.

## Threat

Almost half (48%) of the first-year teachers said that they were threatened by the principal and almost all of these said that the threat did not come from personality traits of the principal but from the position he held in the educational hierachy. That the position factor as perceived by the first-year teachers is accurate can be seen by the fact that only two (2) percent of first-year teachers see the clinical professor as a threat, but half said the clinical professor would pose a threat if he/she were evaluating or grading them for credit.

## Agreement on First-Year Teacher Needs

The fact that first-year teachers indicate some needs with record keeping (especially early in the year) and apparently receive very little help is one indication of this problem. Another problem is the need for help with discipline voiced by first-year teachers themselves, principals, and cooperating teachers. Form A-1 for 1974-75 suggests that 31% of the teachers think they will need help here. Unfortunately, only two percent say cooperating teachers have helped with discipline and forty percent say the principal could help more in this area. It would appear that there is rather general intellectual agreement about what is needed, but little practical application is effected in at least two of the four major needs areas.

## Coordination Problems

Despite the fact that coordinators (90%) and principals (77%) think that the team meetings are useful to the support team effort, several principals, coordinators and clinical professors were absent from team meetings. According to Form F-2 data, principals missed eighteen such meetings, LEA coordinators missed thirteen meetings, and clinical professors were absent from seventeen meetings. These absences constitute an average of 6% of the 280 team meetings held.

It should be noted that only four principals accounted for all eighteen absences, and one LEA coordinator accounted for the majority of LEA coordinator absences. Two clinical professors accounted for the majority of the seventeen absences. Illness may have been a factor in some cases. Table 8, page 45, is indicative of still another facet of coordination, i.e., the complete lack of uniformity in the completion of forms necessary for the research.

## First-Year Teacher Assignments

The State Department guidelines state that first-year teachers are not to be assigned students that other teachers do not want. No principal admits that first-year teachers have been assigned classes other teachers do not want, but seventy-seven (77) percent of those principals interviewed said that veteran teachers or teachers already on the staff had some voice in what classes they would teach the following year. This could mean that first-year teachers receive those classes which are least desirable. Indeed, if that were the case, it would be in conflict with the SDE guidelines.

## Choice of Cooperating Teachers

State Department and UAB personnel have voiced concerns about the method of choosing cooperating teachers. Principals state that they make an effort to insure compatability between the first-year teachers and the cooperating teachers; however, a small number (3) of principals admit that the choice was not always a good one. This is corroborated by an equally small number of first-year teachers. At least one clinical professor has suggested first-year teachers might have some voice in the selection. A substantial number (31% in 1973-74 and 40% in 1974-75) of principals agree that that might solve part of the problem. First-year teachers (39% in 1973-74, and 58% in 1974-75) also prefer some voice in the selection; but both principals and first-year teachers realize that if the choice is made very early in the school year, first-year teachers would have little basis for making an intelligent choice due to their lack of acquaintance with veteran teachers.

# CHAPTER V

## CONCLUSIONS AND RECOMMENDATIONS

The 1974-75 operation of the First-Year Teacher Pilot Program concludes the second year of this two-year experimental program. Although no panacea for all problems of education is at hand, the program has provided the basis for a clearer understanding of specific problems. In conjunction with this sharper perspective, there is a basis for different approaches to some of the problems plaguing educational agencies. The conclusions and recommendations of this report are based both on research data and the professional judgment of participants; those resting on professional judgment are so designated.

### Assistance for First-Year Teachers

The data for both 1973-74 and 1974-75 indicate that a considerable number of first-year teachers expected to need assistance during their first year of teaching in several general areas: planning, record keeping, discipline, teaching skills, use of media, individualization of instruction (see Table 1, p.9; Table 3 p.41; Table 4, p.42). Assistance was afforded teachers in these areas by one or more of the agencies (see Table 5, p.44; Table 9, p.46; Table 12, p.48; Table 13, p.74; Table 16, p.78).

It should be remembered that certain significant differences in attitude were found between teachers receiving assistance and teachers receiving no assistance (see page 69). Also, teachers receiving assistance received higher ratings in certain areas of teacher competencies (see page 69). It appears, then, that areas in which assistance is needed can be specified, that the needs can be met in some measure, and that the assistance of a support team can make a difference.

Recommendations for consideration/action of the three agencies are further bolstered by information supplied by first-year teachers: (1) more clinical experiences are needed in in-service education programs; (2) in-service assistance provided by the First-Year Teacher Pilot Program was helpful; and (3) most of the areas requiring assistance could be markedly reduced by pre-service education programs (p. 84). Possible approaches to be considered for future professional development thrusts have some foundation in the findings of this report.

## Implications for Institutions of Higher Education

It appears that institutions of higher education should examine their curricula for both content and structure. Expanded clinical experiences warrant serious consideration in the pre-service program.

A majority of first-year teachers indicated that films and filmstrips on techniques and methods were the most useful activities directed by clinical professors (p. 83). This information could indicate a need for more emphasis on the generic skills of teaching employed in this program and, more specifically, on the use of protocol films as an important instructional strategy.

Data emanating from Teacher Center activities provide further clues to instructional approaches found useful in this program. For example, of those 49 first-year teachers who participated in Teacher Center activities, 24% found microteaching to be the most useful activity (p. 83). Reinforcing their belief, 40% of the cooperating/clinical teachers named microteaching as the most beneficial activity (p. 83 of this report). It may be, then, that microteaching should be considered seriously by those institutions not now utilizing microteaching. The remaining 76% of the first-year teachers designated more usual approaches as being beneficial - group discussion, learning to use new materials, and group dynamics.

It seems that a pre-service teacher preparation program could insure skills in the use of audio-visual media. Certainly, planning and methods of individualization could be given more emphasis, perhaps in a manner which would involve application in clinical experiences. It would seem that the students in teacher preparation programs could become more familiar with various kinds of records in pre-service clinical experiences; the filmstrip dealing with Alabama School Register which is being developed by this program might be of benefit in this instance.

## Implications for the State Department of Education

Specified areas needing attention appear to call for State Department efforts in the realm of professional development for first-year teachers and, perhaps, for some experienced teachers.

An examination of Table 19, page 81, would seem to indicate that the present mode of operation of this program calls for an excessive amount of time spent in travel by support team members. The utilization of the Teacher Center concept may be a means of providing a more economical and a more efficient use of the time of the support team members (see page 83). Teacher Centers could be located in convenient locales within the various school systems. The nature of the Teacher Center depends upon the needs of the school system. A Teacher Center could be a stationary facility designed to meet the needs of that particular school system - i.e., a place where materials, equipment, and space would enable teachers to work on needed materials for their classes and/or a place where teachers could come together from throughout the system for group work, workshops, etc. On the other hand, Teacher Center could be interpreted and implemented as a concept designed to facilitate teacher involvement in professional development; in this case, the activities of the Teacher Center would be developed on a basis which would involve movement of Teacher Center activities from one site to another. Another possibility for inservice education might be the use of educational television either on a statewide basis or in those systems possessing the television capability.

The use of televised in-service programs would not rule out the existence of Teacher Centers in various parts of the state. Indeed, Teacher Center data are explicit in supporting group discussion - the interaction of a group of professional educators - for promoting meaningful professional education programs (see p. 83). The follow-up of such activities could be carried out in the classroom but without, for example, the pilot program's average of 10 classroom contact hours in the field per clinical professor for each first-year teacher (see Table 19, p.82). The number of contact hours in the field would be less costly because of the fewer number of hours spent in travel, but the reduced number of contact hours would not be less effective. Indeed, Teacher Center activities could provide the basis for sharply focused field assistance in the classroom.

It may be that fruitful professional development emphasis might stem from two major thrusts initiated by the State Department of Education: (1) the development of protocol materials addressed to problems selected by Alabama educators, with the films, filmstrips, videotapes, etc., being developed cooperatively by the education agencies in rural and urban Alabama settings, respectively; (2) the development of Teacher Centers within local school systems and institutions of higher education, with cooperative linkage designed to draw from each agency the strength which it uniquely possesses.

It is the judgment of these program participants that such a cooperative approach has tremendous potential for a major statewide effort for the improvement of the teaching/learning process in every classroom in the State of Alabama.

## Implications for Local Education Agencies

The implications for the institutions of higher education and the State Department of Education all have meaning for the local education agencies. In conjunction with consideration of these suggestions and planning with the State Department in the effort to improve the quality of education in Alabama, the local education agencies face an urgent need vis-a-vis personnel time.

As indicated in Table 17, page 79, the majority of responding participants favor an organizational arrangement which would provide for on-site cooperating teachers to assist first-year teachers. In view of these data, serious consideration of such an organizational pattern is in order.

Another factor requiring local education agencies' consideration is that of time. Absences from team meetings and failure to complete forms may well be a sign of lack of time to fulfill responsibilities on the part of local education personnel. It may, on the other hand, symbolize faulty communication systems. Whatever the problem, a solution needs to be found.

The matters of the first-year teacher assignments and choice of cooperating teachers rest with the local education agencies. Relevant suggestions may be culled from the information on page 86.

## Implications for the Certification Process

The First-Year Teacher Pilot Program Implementation Guide published by the Alabama State Department of Education in 1973 directed attention to the certification process. Specifically, the guidelines provided four purposes (Alabama State Department of Education, 1973):

> ……
>
> (2) To provide opportunity for educational personnel from local school districts, State Department of Education, institutions of higher learning, and professional organizations to work cooperatively in the study, analysis, and evaluation of teacher performance
>
> ……
>
> (4) To implement the concept that teacher education and certification are joint responsibilities of institutions of higher learning, State Department of Education, local school districts, and professional organizations
>
> (5) To provide an opportunity for performance-based assessment of teachers prior to certified entry into the profession
>
> ……
>
> (7) To emphasize the necessity of stated performance-based evaluation for both the preservice and inservice teacher [pp. 5-6]

This consortium has attempted to follow the Guidelines as the work described in this report was implemented. Certainly, an effort was made to draw upon the professional judgment of many teachers, administrators, and support personnel in the setting of competencies. This was done primarily during the 1973-74 year by means of the distribution of Form O (Appendix D) to a 5% random sample of Alabama educators.

In this consortium, the cooperative work of UAB, the local education agencies, and the State Department of Education resulted in suggestions for consideration by all three agencies. The matter of evaluation of teacher performance needs comment at this point. Both Form F-1 and F-2T (Appendix D) provide for evaluation; Form F-1 provides for individual evaluation; and Form F-2T provides for group evaluation. In addition, Forms L, M, and N (Appendix D) provide a systematic way of looking at competencies in four areas: (1) managerial, (2) professional, (3) instructional planning and (4) implementation of plans in the classroom.

No effort was made to evaluate teachers as individuals during the pilot phase; indeed, it would have been most inappropriate to use instruments in the developmental stage in a pilot program to evaluate teachers holding certificates and regular teaching positions. Instead the effort was designed to give information regarding the impact of the support team - i.e., to determine its usefulness and feasibility. It may be, however, that these instruments could be used as a starting point in developing useful and fair instruments for evaluation.

## Conclusion

It is believed that these two-years of the pilot program have been of benefit to the participants and that helpful information and experience has been acquired. Easy answers are not to be found. However, as it has been stated, "...superior craftsmanship in the overall spectrum of teaching can only be achieved over time, and only through painstaking and systematic effort" (Rubin, 1975).

This program gives evidence that the professional agencies can work together to assist educators and that this effort can make a difference.

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# APPENDIX A

## Competencies Deemed Essential to First-Year Teacher Success

# PLANNING AND INSTRUCTIONAL COMPETENCIES

## I. PLANNING

### A. Teacher Planning

1. The first-year teacher will list general objectives (broad expectations to be achieved by the students.

2. In planning for instruction, the first-year teacher will list at least one type of pre-assessment data on students.

3. In planning for instruction, the first-year teacher will list at least two multi-level learning activities for . students.

4. In developing written plans, the first-year teacher will include at least two classroom organizational patterns for learning.

5. In planning for instruction, the first-year teacher will list at least three material and/or human resources to be used (besides chalk, chalkboard, pencil and paper, and textbook).

6. In planning for instruction, the first-year teacher will list at least two evaluation techniques (teacher - made tests, student projects, group work, opinionnaires, etc.)

7. In planning for instruction, the first-year teacher will design learning alternatives which enable students to meet behavioral objectives.

### B. Teacher - Student Planning

1. The first-year teacher and students will write behavioral objectives for groups of students.

2. The first-year teacher and student will write behavioral objectives for the individual student.

3. The first-year teacher and students will list multi-sensory learning alternatives.

4. The first-year teacher and students will compile a list of resources needed for achieving the behavioral objectives for groups of students and the individual student.

5. The first-year teacher and students will list at least two ways of involving the student(s) in evaluating and learning activities.

## COMPETENCIES -- Continued

## II. INSTRUCTIONAL STRATEGIES

### A. Interaction Skills

1. The first-year teacher will use set induction when introducing a lesson and/or new material so that student(s) is/are stimulated to participate.

2. During a lesson, the first-year teacher will demonstrate at least five types of stimulus variation.

3. During a lesson, the first-year teacher will use cueing techniques to enable students to make contributions.

4. While being observed, the first-year teacher will use three or more higher order questions which enable students to use ideas in addition to recalling facts.

5. During a lesson, the first-year teacher will use at least five verbal and three non-verbal positive reinforcers.

6. While being observed, the first-year teacher will make positive statement(s) indicating the acceptance of students' feelings.

7. During a lesson, the first-year teacher will accept and use ideas of student(s).

8. The first-year teacher will involve students in verbalizing the major ideas of the lesson.

### B. Learning Centers

The first-year teacher will direct learning activities at two or more learning centers for small groups of students and/or large groups of students and/or the individual student.

## COMPETENCIES -- Continued

### III. MANAGERIAL COMPETENCIES

A. When observed, the teacher will demonstrate when applicable the effective use of at least the following:

1. multi-media, multi-modal activities for learning
2. assessment of students' needs and interests
3. motivation techniques and application of other psychological principals
4. community resources

B. When observed, the teacher will demonstrate the skills in appropriate use and maintenance of instructional and duplicating equipment.

C. When observed, the teacher will demonstrate efficient procedures for keeping and producing communiques such as:

1. reports
2. conference appointments and summaries
3. attendance reports
4. orders and forms
5. learning/growth records
6. safety regulations and procedures
7. other routine reports required by the school

D. Utilizing a given instructional area, the teacher will arrange an environment maximally conducive to learning which includes at least:

1. physical arrangements conducive to learning
2. provisions for involving the students in the care and maintenance of the instructional area
3. itemization or records of available resources for specific learning activities

COMPETENCIES -- Continued

## IV. PROFESSIONAL COMPETENCIES

A. When observed, the teacher will demonstrate his ability to act in a cooperative, supportive and considerate manner to staff.

B. When observed, the teacher will demonstrate his ability to act in a cooperative, supportive and considerate manner to students.

C. When observed, the teacher will demonstrate his ability to act in a cooperative, supportive and considerate manner to community members.

D. When observed, the teacher will demonstrate an interest in school and community events and activities.

E. When observed, the teacher will demonstrate an interest in current research pertaining to education and other developments in his professional field.

F. When observed, the teacher will apply the professional knowledge in his teaching practice.

G. When observed, the teacher will demonstrate a knowledge of the appropriate teacher Code of Ethics.

H. When observed, the teacher will demonstrate a willingness to participate in the various aspects of the school system's professional development plan.

I. When observed, the teacher will demonstrate an awareness of various instructional techniques by using them in his or her teaching practice.

# APPENDIX B

## Experimental and Control Teachers by Grades and Subjects

1973-75

EXPERIMENTAL

## GRADES/SUBJECTS

## 1973 - 1974

|  | ELEMENTARY (55) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | SECONDARY (49) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| COUNTY | Art | 1st | 2nd | 3rd | 4th | 5th | 6th | Reading | Language | Math | Science | P.E. | Social Studies | Music | Middles | Elementary | Child Development | Special Education | English | Math | Science | Social Studies | Speech | Art | Commercial | Music | P.E. | Spanish | French | 6-9 | Reading | Special Education | Total |
| A |  | 3 | 1 | 1 |  |  |  | 1 | 1 | 1 | 1 |  |  |  |  |  |  |  | 1 | 1 |  | 1 |  |  |  |  |  |  |  |  |  |  | 12 |
| B |  |  |  | 2 |  | 1 |  | 3 |  | 1 |  |  | 1 |  |  |  |  | 1 |  | 1 | 1 | 1 |  |  |  |  |  |  |  |  |  |  | 12 |
| C |  |  | 1 |  |  |  | 1 | 2 | 1 |  |  |  |  |  |  | 1 | 1 | 2 | 2 | 2 | 1 | 3 |  |  | 1 | 2 | 2 |  |  |  | 1 |  | 23 |
| D |  |  | 2 | 1 | 1 | 1 |  | 1 |  |  |  | 1 |  |  |  |  |  |  | 3 |  |  | 1 |  | 1 |  |  |  |  | 1 |  |  |  | 13 |
| E | 1 | 2 |  |  |  |  |  | 1 |  | 2 |  |  |  | 1 | 1 | 1 |  | 1 |  | 2 |  | 1 |  |  |  | 1 | 1 |  |  |  |  |  | 15 |
| F |  | 1 |  |  | 2 |  |  |  |  |  |  |  |  |  |  |  |  | 2 | 1 | 1 | 1 | 1 |  | 1 | 1 | 1 | 1 | 2 |  |  |  |  | 15 |
| G |  | 1 | 1 | 1 |  |  |  |  |  |  |  |  | 1 |  |  | 2 |  |  | 1 |  |  |  |  |  |  |  | 3 |  |  | 1 |  | 3 | 14 |
| Total | 1 | 7 | 5 | 5 | 3 | 2 | 1 | 8 | 2 | 4 | 1 | 1 | 2 | 1 | 1 | 4 | 1 | 6 | 8 | 7 | 3 | 8 | 0 | 2 | 2 | 4 | 7 | 2 | 1 | 1 | 1 | 3 | 104 |

GRADES/SUBJECTS -- Continued

1973 - 1974

| CONTROL | ELEMENTARY (49) | | | | | | | | | | | | | | | | | | | | SECONDARY (43) | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| COUNTY | 1st | 2nd | 3rd | 4th | 5th | 6th | Reading | Language Arts | Math | Science | P.E. | Social Studies | Elementary Library | Resource Teacher | Kindergarten | Special Education | Jr. High | Social Studies | English | Science | Math | Driver Education | Librarian | P.E. | Commercial | Music | Art | Grade 7 | French | Grades 8 - 12 | Special Education | Total |
| A | | | | | | | | | | | | | | | | | | 1 | 2 | | | 1 | 1 | | | | | 1 | | | 1 | 7 |
| B | | | 2 | 1 | 1 | | | | 1 | 1 | | | | | | | | 1 | 1½ | 1 | ½ | | | 1 | | | | | | | | 11 |
| C | | 3 | | | 1 | | 4 | | | | | | | | | 4 | | | 3 | 1 | 2 | | 1 | 2 | | | | | | | 1 | 22 |
| D | | | 1 | 2 | | 1 | 1 | | | | 1 | | | | | | | 1 | 1½ | | | 1 | | ½ | | | | | | | 1 | 11 |
| E | | 1 | 5 | | | 1 | | 1 | 1 | | | | | | | 1 | | | 2 | | 1 | | | 1 | | | | | | | | 14 |
| F | 1 | 1 | 2 | | 1 | | | | | | | | 1 | 1 | 1 | | | 1 | 1 | | 1 | | 1 | 2 | | | | | | | | 14 |
| G | 1 | 2 | 1 | | 1 | | 1 | | | | | | | | | 1 | 2 | | | | 2 | | | | | | | | | 1 | 1 | 13 |
| Total | 2 | 7 | 11 | 3 | 4 | 2 | 6 | 1 | 2 | 1 | 1 | 0 | 1 | 1 | 1 | 6 | 2 | 4 | 11 | 2 | 6½ | 2 | 3 | 6½ | 0 | 0 | 0 | 1 | 0 | 1 | 4 | 92 |

GRADES/SUBJECTS -- Continued

1974 - 1975

EXPERIMENTAL

| | ELEMENTARY (58) | | | | | | | | | | | | | | SECONDARY(46) | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| COUNTY | Special Education | Librarian | 1st | 2nd | 3rd | 4th | 5th | 6th | Reading | Math | Science | P.E. | Social Studies | Kindergarten | Librarian | Reading | English | Math | Science | Social Studies | Art | Commercial or Vocational | Music | P.E. | Special Education | Total |
| A | 1 | | 1 | | 2 | 1 | | | 1 | 1 | | | | 1 | 1 | | | | | | | 1 | 1 | | | 11 |
| B | 1 | | | | 1 | 1 | 2 | 1 | 1 | | 1 | | | | | | | 2 | 1 | 1 | | | | | 1 | 13 |
| C | 2 | | 2 | | 2 | | 1 | | 3 | | 1 | 1 | | | | 6 | | 1 | | 1 | 2 | | 2 | | | 24 |
| D | 2 | 1 | 1 | | | | | 1 | | | | | 1 | | | | 1 | 1 | 2 | 1 | | 1 | | | | 12 |
| E | 1 | | | | | 1 | | | | 1 | | | 1 | | | | 2 | | 2 | 2 | | 1 | 1 | 1 | 2 | 15 |
| F | 1 | 1 | | 1 | | 2 | 1 | | 1 | | | | | 1 | | | | 3 | | 1 | | | 1 | 2 | | 15 |
| G | 1 | | 2 | 1 | | 3 | 1 | | 3 | 1 | | | | | | | | 1 | | | | | | | 1 | 14 |
| Total | 9 | 2 | 6 | 2 | 5 | 8 | 5 | 2 | 9 | 3 | 2 | 1 | 2 | 2 | 1 | 6 | 3 | 8 | 5 | 6 | 2 | 3 | 5 | 3 | 4 | 104 |

GRADES/SUBJECTS -- Continued

1974 - 1975

| CONTROL | ELEMENTARY (44) | | | | | | | | | | | | | | | | SECONDARY (51) | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| COUNTY | Special Education | Art | 1st | 2nd | 3rd | 4th | 5th | 6th | Reading | Math | Science | P.E. | Social Studies | Music | Elem. | Kindergarten | English | Math | Science | Social Studies | Art | Commercial or Vocational | Music | P.E. | Special Education | Total |
| A | | | 1 | | | | | | | | | | | | 2 | | | | | | | 4 | | | 1 | 8 |
| B | 1 | | 1 | | 1 | | | | 2 | | | | | | | | 3 | 1 | | | | 5 | | | | 14 |
| C | 3 | | | | 3½ | ½ | | | 4 | 2 | | | | | | | | 1 | | 1 | | 2 | | 1 | 4 | 22 |
| D | | | 2 | | | 1 | | | | 1 | | | | | | | 1 | | | | | 2 | | 1 | 2 | 10 |
| E | 1 | | | 2 | 1 | | | | | 1 | 1 | 1 | | | | | 1½ | 2 | | | | 1 | ½ | | 2 | 14 |
| F | 3 | | | | 1 | | | | 1 | | | | | | | | 1½ | 2 | 2½ | | | | 1 | 1 | 4 | 17 |
| G | 1 | | 1 | | ½ | 2½ | 1 | | | 1 | | | | | | | | ½ | 1 | | | 1 | | ½ | | 10 |
| Total | 9 | | 5 | 2 | 7 | 4 | 1 | | 7 | 5 | 1 | 1 | | | 2 | | 7 | 6½ | 3½ | 1 | | 15 | 1½ | 3½ | 13 | 95 |

# APPENDIX C

## Institutions of Higher Education
## Represented by First-Year Teachers

### 1973 - 1974

### Institutions of Higher Education of all First-Year Teachers (Experimental, Control, Other)

Alabama A & M University
Normal, Alabama

University of Alabama in Birmingahm
Birmingahm, Alabama

University of Alabama
University, Alabama

Athens College
Athens, Alabama

Auburn University
Auburn, Alabama

*Ball State University
Muncie, Indiana

Birmingham-Southern College
Birmingham, Alabama

*California State College
Los Angeles, California

Daniel Payne College
Birmingham, Alabama

*Georgia Southern College
Statesboro, Georgia

*Howard College
Washington, D.C.

Jacksonville State University
Jacksonville, Alabama

*Kansas State University
Manhattan, Kansas

Livingston University
Livingston, Alabama

*Louisiana State University
New Orleans, Louisiana

*Miami University
Oxford, Ohio

Miles College
Birmingham, Alabama

*Millsaps College
Jackson, Mississippi

*Mississippi State College for Women
Columbus, Mississippi

University of Montevallo
Montevallo, Alabama

*Morehead University
Morehead, Kentucky

*Randolph Macon Woman's College
Lynchburg, Virginia

Saint Bernard College
Saint Bernard, Alabama

Selma University
Selma, Alabama

University of South Alabama
Mobile, Alabama

*Southeastern Louisiana University
Hammond, Louisiana

Stillman College
Tuscaloosa, Alabama

Talladega College
Talladega, Alabama

*Texas Wesleyan College
Fort Worth, Texas

Troy State University
Troy, Alabama

*Institutions in states other than Alabama

## INSTITUTIONS OF HIGHER EDUCATION -- Continued

1973 - 1974

* University of Utah
Salt Lake City, Utah

* University of Wisconsin
Eau Claire, Wisconsin

* Institutions in states other than Alabama

1974 - 1975

## Institutions of Higher Education of all First-Year Teachers (Experimental, Control, Other)

Alabama A & M
Normal, Alabama

University of Alabama in Birmingahm
Birmingham, Alabama

University of Alabama
University, Alabama

Alabama State University
Montgomery, Alabama

*Arkansas State University
State University, Arkansas

Auburn University
Auburn, Alabama

*Baylor University
Waco, Texas

Birmingham-Southern College
Birmingham, Alabama

*Bloomsburg State College
Bloomsburg, Pennsylvania

*David Lipscomb College
Nashville, Tennessee

Druid City Hospital - School of Nursing
Tuscaloosa, Alabama

*Eastern Michigan University
Ypsilanti, Michigan

Florence State University
Florence, Alabama

*Florida College
Temple Terrace, Florida

*University of Houston
Houston, Texas

Jacksonville State University
Jacksonville, Alabama

*Lawrence Institution of Technology
Southfield, Michigan

Livingston University
Livingston, Alabama

*Louisiana State University
New Orleans, Louisiana

Miles College
Birmingham, Alabama

*University of Mississippi
University, Mississippi

*Mississippi State University
State College, Mississippi

University of Montevallo
Montevallo, Alabama

*University of North Carolina
Chapel Hill, North Carolina

*Ohio University
Athens, Ohio

St. Bernard College
St. Bernard, Alabama

Samford University
Birmingham, Alabama

*University of Southern Mississippi
Hattiesburg, Mississippi

Stillman College
Tuscaloosa, Alabama

Troy State University
Troy, Alabama

*Union University
Jackson, Tennessee

* Institutions in states other than Alabama

# APPENDIX D

## Instruments (1973 - 1975)

## DESCRIPTIONS OF INSTRUMENTS AND SAMPLE ITEMS

This appendix contains very brief descriptions, usually only one or two sentences, and sample items or questions from many of the instruments used during the First-Year Teacher Pilot Program.

Due to copy right restrictions, certain of the instruments such as standardized achievement tests, etc., have been omitted. Other instruments are presented in their entirety.

EATON'S CORRASABLE BOND USA BERKSHIRE COTTON FIBER CONTENT

## INSTRUMENTS -- Continued

### The Pupil Opinion Instrument

The Pupil Opinion Instrument, designed by Dr. Milly Cowles, consists of 21 items. Each item is a series of three statements, and pupils are asked to choose the statement which suits them best. The following is a sample item from the Pupil Opinion Instrument:

1. _____ I like to do very little of the work we do in this classroom.
2. _____ I like to do most of the work we do in this classroom.
3. _____ I like to do some of the work we do in this classroom.

## INSTRUMENTS -- Continued

### The Peabody Individual Achievement Test

Although sample items from the Peabody Individual Achievement Test cannot be given due to copyright restrictions, the instrument can be described as having five subtests: Mathematics, Reading Comprehension, Reading Recognition, Spelling, and General Information. The two reading subtests and the mathematics subtest were the only ones used in the First-Year Teacher Pilot Program.

INSTRUMENTS -- Continued

Form L

First-Year Teacher ____________________ Experimental ________ Control ________ LEA ____________

Position of Person Completing Form ________________________________________ Date ____________

## PROFESSIONAL COMPETENCIES
Ethics, Teamwork, and Responsibility

Scoring Key
3 Competency was demonstrated skillfully - Strong Positive Evidence
2 Competency was demonstrated - Positive Evidence
1 No evidence or competency being demonstrated when applicable - Negative Evidence
0 Not applicable - The situation did not require the competency.

Instructions: Circle the appropriate number according to the scoring key above. Please indicate the source of your judgement in the last column to the right by circling the appropriate word, e.g., circle "observed" if you observed the first year teacher; circle "second hand" if your information was obtained through another person, a conference, etc.

| | Judgment of Competency (circle one) | Source of Your Judgment (circle one |
|---|---|---|
| A. ETHICS | | |
| 1. KNOWLEDGE OF APPLICABLE CODE OF ETHICS<br>The teacher is informed with respect to code of ethics. | 3 2 1 0 | Observed / Second Hand |
| 2. The teacher abides by code of ethics. | 3 2 1 0 | Observed / Second Hand |
| B. TEAMWORK | | |
| 3. PROFESSIONAL DEVELOPMENT PLAN<br>The teacher indicated willingness to try to understand systemwide professional development plan by attending and participating in in-service program and other self-improvement activities. | 3 2 1 0 | Observed / Second Hand |
| 4. PERFORMANCE OF ADMINISTRATIVE DUTIES<br>The teacher shows willingness to do routine, necessary tasks. | 3 2 1 0 | Observed / Second Hand |

OVER ---------------OVER---------------OVER

FORM L -- Continued

B. TEAMWORK (continued)

| | | | | | |
|---|---|---|---|---|---|
| 5. SCHOOL POLICY<br>The teacher indicates willingness to understand and conform to school policy by eliciting information, participating in discussion, and conforming when the policy does not violate the conscience of the teacher. | 3 | 2 | 1 | 0 | Observed / Second Hand |
| 6. TEAMWORK WITH STAFF MEMBERS<br>The teacher shows, through behavior, willingness to work as member of team. | 3 | 2 | 1 | 0 | Observed / Second Hand |

C. RESPONSIBILITY

| | | | | | |
|---|---|---|---|---|---|
| 7. SUBJECT MATTER PREPARATION<br>The teacher shows indication of adequate subject matter preparation. | 3 | 2 | 1 | 0 | Observed / Second Hand |
| 8. INSTRUCTIONAL TECHNIQUES<br>The teacher uses various instructional techniques. | 3 | 2 | 1 | 0 | Observed / Second Hand |
| 9. INTEREST IN SCHOOL AND COMMUNITY<br>The teacher demonstrates a keen interest in school and community. | 3 | 2 | 1 | 0 | Observed / Second Hand |
| 10. SELF-DEVELOPMENT OF INTERESTS<br>The teacher shows interest in developing and maintaining<br>(1) healthy self-concept and<br>(2) interactive skills through reading, discussion, etc. | 3 | 2 | 1 | 0 | Observed / Second Hand |
| 11. COMMUNICATION<br>The teacher is available and prompt in keeping appointments for conferences. | 3 | 2 | 1 | 0 | Observed / Second Hand |

INSTRUMENTS -- Continued

Form M Rev. 8/74

First-Year Teacher ____________ Experimental ________ Control ________ LEA ____________

Position of Person Completing Form: ______________________ Date ____________

## MANAGERIAL COMPETENCIES

Scoring Key:
3 Competency was demonstrated skillfully - Strong Positive Evidence
2 Competency was demonstrated - Positive Evidence
1 No Evidence of competency being demonstrated when applicable - Negative Evidence
0 Not applicable - The situation did not require the competency.

Instructions: Circle the appropriate number according to the scoring key above. Please indicate the source of your judgment in the last column to the right by circling the appropriate word, e.g., circle "observed" if you observed the first-year teacher; circle "second hand" if your information was obtained through another person, a conference, etc.

---

| A. Resources for Instruction | Judgment of Competency (circle one) | Source of Your Judgment (circle one) |
|---|---|---|
| 1. Teacher indicates awareness of the value of<br>a. Varying instructional techniques | 3 2 1 0 | Observed / Second Hand |
| b. Using a variety of available equipment and materials | 3 2 1 0 | Observed / Second Hand |
| 2. Teacher uses the applicable equipment competently - without damaging it. | 3 2 1 0 | Observed / Second Hand |
| 3. Teacher complies with check-out procedures for equipment. | 3 2 1 0 | Observed / Second Hand |
| **B. Clerical-Managerial Activities** | | |
| 1. Teacher completes accurate reports. | 3 2 1 0 | Observed / Second Hand |
| 2. Teacher completes reports on time. | 3 2 1 0 | Observed / Second Hand |
| 3. Teacher orders supplies and materials in the proper manner. | 3 2 1 0 | Observed / Second Hand |

OVER --------------------OVER----------------------OVER

FORM M -- Continued

CLERICAL-MANAGERIAL ACTIVITIES (continued)

|  | Judgment of Competency | Source of Your Judgment |
|---|---|---|
| 4. Teacher demonstrates efficient procedures for producing communications such as |  |  |
| a. conference appointments and summaries | 3 2 1 0 | Observed / Second Hand |
| b. attendance reports | 3 2 1 0 | Observed / Second Hand |
| c. records of students' learning growth | 3 2 1 0 | Observed / Second Hand |
| d. statements of safety regulations and procedures | 3 2 1 0 | Observed / Second Hand |
| e. records of available materials and resources for specified learning activities | 3 2 1 0 | Observed / Second Hand |
| 5. Teacher maintains appropriate temperature and lighting in the classroom . | 3 2 1 0 | Observed / Second Hand |
| 6. Teacher encourages students to create and maintain useful instructional displays, such as interest centers and bulletin boards. | 3 2 1 0 | Observed / Second Hand |
| 7. Teacher makes provisions for involving the students in the care and maintenance of the classroom. | 3 2 1 0 | Observed / Second Hand |
| 8. Teacher arranges classroom |  |  |
| a. in a manner physically conducive to learning | 3 2 1 0 | Observed / Second Hand |
| b. so that small group, large group and/or individual work can proceed simultaneously. | 3 2 1 0 | Observed / Second Hand |
| 9. In managing the classroom atmosphere, the teacher demonstrates: |  |  |
| a. a knowledge of students' needs and interests | 3 2 1 0 | Observed / Second Hand |
| b. motivational techniques | 3 2 1 0 | Observed / Second Hand |

Rev. 8/74
FORM N

First-Year Teacher's Name ____________________ Date ____________

L.E.A. ______________________________ School ____________

Form Completed By ____________________ Position ____________

Instructions for completing form: Check in the "Yes" column if the competency was evident or demonstrated. Check the "No" column if the competency was not evident or demonstrated WHEN THE OPPORTUNITY EXISTED. Check the "Not Appropriate " column when no opportunity existed for this competency to be demonstrated.

Planning and Instructional Competencies

| I. PLANNING | Yes | No | Not Appropriate |
|---|---|---|---|
| A. Teacher Planning<br>Written plans include<br>1. General objectives to be achieved. | | | |
| 2. At least one type of pre-assessment data of students. | | | |
| 3. Two or more multi-level learning activities. | | | |
| 4. Two or more organizational patterns for learning. | | | |
| 5. Three or more supplementary resources to be used - material & human (besides chalk, chalkboard, pencil and paper, and textbook). | | | |
| 6. Two or more evaluation techniques, e.g., teacher-made tests, student projects, group work, opinionnaire, etc. | | | |
| 7. Learning alternatives are designed to enable students to meet behavioral objectives. | | | |
| B. Teacher-Student Planning<br>1. Behavioral objectives for groups of students. | | | |
| 2. Behavioral objectives for the individual student. | | | |
| 3. Three or more multisensory learning alternatives. | | | |
| 4. A list of resources needed for achieving the objectives. | | | |
| 5. Two or more ways of involving students in evaluating learning activities. | | | |

FORM N -- Continued

## II. INSTRUCTIONAL STRATEGIES

### A. Interaction Skills

The teacher, while guiding student learning demonstrates:

| | Yes | No | Not Applicable |
|---|---|---|---|
| 1. Set Induction - (introducing lesson in an interesting way so that students are motivated to participate.) | | | |
| 2. Stimulus Variation - (using gestures; moving about; focusing attention to charts, pictures, maps, chalkboard, etc.; asking questions; silence; writing on board; shifting sensory channels-- enabling students to use not only their ears, but their eyes, voices, and bodies; involving all students in lesson; using various kinds of media.) | | | |
| 3. Cueing - (giving hints to students to enable them to make contributions.) | | | |
| 4. Questioning - (asking questions which enable students to be creative in the use of ideas in addition to recalling facts. Examples: questions which assist students in making inferences, comparisons, solving problems, perceiving relationships, demonstrating concept understanding, and making evaluations.) | | | |
| 5. Reinforcement<br>a. verbal - (positive reinforcement to students by saying: "excellent," "good," "yes," "go ahead," etc.) | | | |
| b. non-verbal - (positive reinforcement to students, such as nodding head, smiling, eye-contact, etc.) | | | |
| 6. Accepting feelings of students - (accepting and clarifying an attitude or the feeling tone of a student in a nonthreatening manner.) | | | |
| 7. Accepting and using ideas of students. | | | |
| 8. Closure - (helping students to summarize major ideas of lesson. Closure can come at any point of lesson.) | | | |
| B. Learning Centers<br>Work at two or more learning centers(small group and/or large group and/or individual) is observed to proceed simultaneously. | | | |

SEMANTIC DIFFERENTIAL

## UNIVERSITY OF ALABAMA IN BIRMINGHAM

## SUPPLEMENTARY DATA SHEET

Please check the appropriate blank beside each of the following categories. Please do not indicate more than one blank under any category.

---

BIRTHDATE AND INITIALS ( For Example: 2-28-29 NCJ)

**Sex:** Male ________

Female ________

**Age:** 20-22 ____
23-25 ____
26-30 ____
Over 30 ____

**Undergraduate School:**

Private ____

State Supported ____

**Highest Degree Earned:**

Bachelor's ____

Master's ____

AA Cert. ____

**Major Field:**

English ____
Math ____
Sciences ____
Physical Education ____
Home Economics ____
History ____
Art ____
Music ____
Vocational Education ____
(Agri-business, D.E. etc.)
Elementary Education ____
Special Education ____
Other -(Write In) ________________________________________

**Grade Level You Are Teaching:**

Grades 1-3 ____
Grades 4-6 ____
Grades 7-8 ____
Grades 9-12 ____

I have had teaching experience (do not include student teaching) prior to my public school teaching--for example, teacher-aide, Head Start. Sunday Schools, camp counselor or other similar work with young people.

____ Yes ____ No

## SEMANTIC DIFFERENTIAL -- Continued

### INSTRUCTIONS

The purpose of this study is to measure the meanings of certain things to various people by having them judge against a series of descriptive scales. Please make your judgments on the basis of what these things mean to you. On each of the following pages you w[illegible] find a different concept to be judged.

Here is how you are to use these scales:
If you feel that the concept at the top of the page is very closely related to the word at the end of the scale, you should place your check mark as follows:

FAIR  X :   :   :   :   :   :    UNFAIR

or

FAIR    :   :   :   :   :   : X  UNFAIR

If you feel the concept is quite closely related to one or the other ends of the scale (but not extremely), you should mark as follows:

FAIR    :   :   :   :   : X :    UNFAIR

or

FAIR    : X :   :   :   :   :    UNFAIR

The direction which you check, of course, depends upon which of the two ends seems most characteristic of the thing you are judging.

If you consider the concept neutral on the scale (both sides of the scale equally associated with the concept), place your check mark in the middle space.

FAIR    :   :   : X :   :   :    UNFAIR

Make each item a separate and independent judgment. Work at a fairly high rate of speed. DO NOT WORRY OVER INDIVIDUAL ITEMS. IT IS YOUR FIRST IMPRESSION THAT WE WANT.

Do not go back to any item. Please begin.

SEMANTIC DIFFERENTIAL -- Continued

## EVALUATION OF STUDENT ACHIEVEMENT

| | | |
|---|---|---|
| WORTHLESS | ___ : ___ : ___ : ___ : ___ : ___ : ___ | VALUABLE |
| GOOD | ___ : ___ : ___ : ___ : ___ : ___ : ___ | BAD |
| UNPLEASANT | ___ : ___ : ___ : ___ : ___ : ___ : ___ | PLEASANT |
| POSITIVE | ___ : ___ : ___ : ___ : ___ : ___ : ___ | NEGATIVE |
| SWEET | ___ : ___ : ___ : ___ : ___ : ___ : ___ | SOUR |
| IMPORTANT | ___ : ___ : ___ : ___ : ___ : ___ : ___ | UNIMPORTANT |
| PLEASURABLE | ___ : ___ : ___ : ___ : ___ : ___ : ___ | PAINFUL |
| MUDDY | ___ : ___ : ___ : ___ : ___ : ___ : ___ | CLEAR |
| BEAUTIFUL | ___ : ___ : ___ : ___ : ___ : ___ : ___ | UGLY |
| WISE | ___ : ___ : ___ : ___ : ___ : ___ : ___ | FOOLISH |
| CRUEL | ___ : ___ : ___ : ___ : ___ : ___ : ___ | KIND |
| UNSUCCESSFUL | ___ : ___ : ___ : ___ : ___ : ___ : ___ | SUCCESSFUL |

## SEMANTIC DIFFERENTIAL -- Continued

### SCHOOL PRINCIPAL

WORTHLESS ___:___:___:___:___:___:___ VALUABLE

GOOD ___:___:___:___:___:___:___ BAD

UNPLEASANT ___:___:___:___:___:___:___ PLEASANT

POSITIVE ___:___:___:___:___:___:___ NEGATIVE

SWEET ___:___:___:___:___:___:___ SOUR

IMPORTANT ___:___:___:___:___:___:___ UNIMPORTANT

PLEASURABLE ___:___:___:___:___:___:___ PAINFUL

MUDDY ___:___:___:___:___:___:___ CLEAR

BEAUTIFUL ___:___:___:___:___:___:___ UGLY

WISE ___:___:___:___:___:___:___ FOOLISH

CRUEL ___:___:___:___:___:___:___ KIND

UNSUCCESSFUL ___:___:___:___:___:___:___ SUCCESSFUL

## SEMANTIC DIFFERENTIAL -- *Continued*

### DISCIPLINE

WORTHLESS ___ : ___ : ___ : ___ : ___ : ___ : ___ VALUABLE
GOOD ___ : ___ : ___ : ___ : ___ : ___ : ___ BAD
UNPLEASANT ___ : ___ : ___ : ___ : ___ : ___ : ___ PLEASANT
POSITIVE ___ : ___ : ___ : ___ : ___ : ___ : ___ NEGATIVE
SWEET ___ : ___ : ___ : ___ : ___ : ___ : ___ SOUR
IMPORTANT ___ : ___ : ___ : ___ : ___ : ___ : ___ UNIMPORTANT
PLEASURABLE ___ : ___ : ___ : ___ : ___ : ___ : ___ PAINFUL
MUDDY ___ : ___ : ___ : ___ : ___ : ___ : ___ CLEAR
BEAUTIFUL ___ : ___ : ___ : ___ : ___ : ___ : ___ UGLY
WISE ___ : ___ : ___ : ___ : ___ : ___ : ___ FOOLISH
CRUEL ___ : ___ : ___ : ___ : ___ : ___ : ___ KIND
UNSUCCESSFUL ___ : ___ : ___ : ___ : ___ : ___ : ___ SUCCESSFUL

## SEMANTIC DIFFERENTIAL -- Continued

### EDUCATION AS COVERAGE OF SUBJECT MATTER

WORTHLESS ___:___:___:___:___:___:___ VALUABLE

GOOD ___:___:___:___:___:___:___ BAD

UNPLEASANT ___:___:___:___:___:___:___ PLEASANT

POSITIVE ___:___:___:___:___:___:___ NEGATIVE

SWEET ___:___:___:___:___:___:___ SOUR

IMPORTANT ___:___:___:___:___:___:___ UNIMPORTANT

PLEASURABLE ___:___:___:___:___:___:___ PAINFUL

MUDDY ___:___:___:___:___:___:___ CLEAR

BEAUTIFUL ___:___:___:___:___:___:___ UGLY

WISE ___:___:___:___:___:___:___ FOOLISH

CRUEL ___:___:___:___:___:___:___ KIND

UNSUCCESSFUL ___:___:___:___:___:___:___ SUCCESSFUL

SEMANTIC DIFFERENTIAL -- Continued

## TEACHING AS A CAREER

WORTHLESS ___:___:___:___:___:___:___ VALUABLE

GOOD ___:___:___:___:___:___:___ BAD

UNPLEASANT ___:___:___:___:___:___:___ PLEASANT

POSITIVE ___:___:___:___:___:___:___ NEGATIVE

SWEET ___:___:___:___:___:___:___ SOUR

IMPORTANT ___:___:___:___:___:___:___ UNIMPORTANT

PLEASURABLE ___:___:___:___:___:___:___ PAINFUL

MUDDY ___:___:___:___:___:___:___ CLEAR

BEAUTIFUL ___:___:___:___:___:___:___ UGLY

WISE ___:___:___:___:___:___:___ FOOLISH

CRUEL ___:___:___:___:___:___:___ KIND

UNSUCCESSFUL ___:___:___:___:___:___:___ SUCCESSFUL

## SEMANTIC DIFFERENTIAL -- Continued

### INSERVICE EDUCATION PROGRAMS

| | | |
|---|---|---|
| WORTHLESS | ___ : ___ : ___ : ___ : ___ : ___ : ___ | VALUABLE |
| GOOD | ___ : ___ : ___ : ___ : ___ : ___ : ___ | BAD |
| UNPLEASANT | ___ : ___ : ___ : ___ : ___ : ___ : ___ | PLEASANT |
| POSITIVE | ___ : ___ : ___ : ___ : ___ : ___ : ___ | NEGATIVE |
| SWEET | ___ : ___ : ___ : ___ : ___ : ___ : ___ | SOUR |
| IMPORTANT | ___ : ___ : ___ : ___ : ___ : ___ : ___ | UNIMPORTANT |
| PLEASURABLE | ___ : ___ : ___ : ___ : ___ : ___ : ___ | PAINFUL |
| MUDDY | ___ : ___ : ___ : ___ : ___ : ___ : ___ | CLEAR |
| BEAUTIFUL | ___ : ___ : ___ : ___ : ___ : ___ : ___ | UGLY |
| WISE | ___ : ___ : ___ : ___ : ___ : ___ : ___ | FOOLISH |
| CRUEL | ___ : ___ : ___ : ___ : ___ : ___ : ___ | KIND |
| UNSUCCESSFUL | ___ : ___ : ___ : ___ : ___ : ___ : ___ | SUCCESSFUL |

## SEMANTIC DIFFERENTIAL -- Continued

### PUPILS

WORTHLESS ___:___:___:___:___:___:___ VALUABLE

GOOD ___:___:___:___:___:___:___ BAD

UNPLEASANT ___:___:___:___:___:___:___ PLEASANT

POSITIVE ___:___:___:___:___:___:___ NEGATIVE

SWEET ___:___:___:___:___:___:___ SOUR

IMPORTANT ___:___:___:___:___:___:___ UNIMPORTANT

PLEASURABLE ___:___:___:___:___:___:___ PAINFUL

MUDDY ___:___:___:___:___:___:___ CLEAR

BEAUTIFUL ___:___:___:___:___:___:___ UGLY

WISE ___:___:___:___:___:___:___ FOOLISH

CRUEL ___:___:___:___:___:___:___ KIND

UNSUCCESSFUL ___:___:___:___:___:___:___ SUCCESSFUL

SEMANTIC DIFFERENTIAL -- Continued

## EVALUATION OF TEACHER PERFORMANCE

WORTHLESS ____:____:____:____:____:____:____ VALUABLE

GOOD ____:____:____:____:____:____:____ BAD

UNPLEASANT ____:____:____:____:____:____:____ PLEASANT

POSITIVE ____:____:____:____:____:____:____ NEGATIVE

SWEET ____:____:____:____:____:____:____ SOUR

IMPORTANT ____:____:____:____:____:____:____ UNIMPORTANT

PLEASURABLE ____:____:____:____:____:____:____ PAINFUL

MUDDY ____:____:____:____:____:____:____ CLEAR

BEAUTIFUL ____:____:____:____:____:____:____ UGLY

WISE ____:____:____:____:____:____:____ FOOLISH

CRUEL ____:____:____:____:____:____:____ KIND

UNSUCCESSFUL ____:____:____:____:____:____:____ SUCCESSFUL

## SEMANTIC DIFFERENTIAL -- Continued

### EXPERIENCED TEACHER

WORTHLESS ___ : ___ : ___ : ___ : ___ : ___ : ___ VALUABLE

GOOD ___ : ___ : ___ : ___ : ___ : ___ : ___ BAD

UNPLEASANT ___ : ___ : ___ : ___ : ___ : ___ : ___ PLEASANT

POSITIVE ___ : ___ : ___ : ___ : ___ : ___ : ___ NEGATIVE

SWEET ___ : ___ : ___ : ___ : ___ : ___ : ___ SOUR

IMPORTANT ___ : ___ : ___ : ___ : ___ : ___ : ___ UNIMPORTANT

PLEASURABLE ___ : ___ : ___ : ___ : ___ : ___ : ___ PAINFUL

MUDDY ___ : ___ : ___ : ___ : ___ : ___ : ___ CLEAR

BEAUTIFUL ___ : ___ : ___ : ___ : ___ : ___ : ___ UGLY

WISE ___ : ___ : ___ : ___ : ___ : ___ : ___ FOOLISH

CRUEL ___ : ___ : ___ : ___ : ___ : ___ : ___ KIND

UNSUCCESSFUL ___ : ___ : ___ : ___ : ___ : ___ : ___ SUCCESSFUL

## SEMANTIC DIFFERENTIAL -- Continued

### INTERACTION ANALYSIS

WORTHLESS ____:____:____:____:____:____:____ VALUABLE

GOOD ____:____:____:____:____:____:____ BAD

UNPLEASANT ____:____:____:____:____:____:____ PLEASANT

POSITIVE ____:____:____:____:____:____:____ NEGATIVE

SWEET ____:____:____:____:____:____:____ SOUR

IMPORTANT ____:____:____:____:____:____:____ UNIMPORTANT

PLEASURABLE ____:____:____:____:____:____:____ PAINFUL

MUDDY ____:____:____:____:____:____:____ CLEAR

BEAUTIFUL ____:____:____:____:____:____:____ UGLY

WISE ____:____:____:____:____:____:____ FOOLISH

CRUEL ____:____:____:____:____:____:____ KIND

UNSUCCESSFUL ____:____:____:____:____:____:____ SUCCESSFUL

## SEMANTIC DIFFERENTIAL -- Continued

### SCHOOL POLICIES

WORTHLESS ___:___:___:___:___:___:___ VALUABLE

GOOD ___:___:___:___:___:___:___ BAD

UNPLEASANT ___:___:___:___:___:___:___ PLEASANT

POSITIVE ___:___:___:___:___:___:___ NEGATIVE

SWEET ___:___:___:___:___:___:___ SOUR

IMPORTANT ___:___:___:___:___:___:___ UNIMPORTANT

PLEASURABLE ___:___:___:___:___:___:___ PAINFUL

MUDDY ___:___:___:___:___:___:___ CLEAR

BEAUTIFUL ___:___:___:___:___:___:___ UGLY

WISE ___:___:___:___:___:___:___ FOOLISH

CRUEL ___:___:___:___:___:___:___ KIND

UNSUCCESSFUL ___:___:___:___:___:___:___ SUCCESSFUL

Form F-1
Rev. 8/74

## U.A.B. FIRST-YEAR TEACHER PILOT PROGRAM
## ASSISTANCE REPORT

1. First-Year Teacher ______________________ School __________

2. Date of Contact ______________________ Time Spent with Teacher _____

3. Name of Person Completing Form ____________ Position __________

4. System (Specify)__________________ SDE_______ U.A.B.__________

5. Time Spent with Other Person(s) (Specify time and person)____________

______________________________________________________________

6. Total Time Required for the Visit______________________________

Directions: Please circle the appropriate number(s) under each heading. Write any additional comments which you deem necessary at the end of page two. Immediately before the numbers you circle, please place an A if this item is the most important item in cases where you have circled more than one item for a heading.

I. Subject / Topic of Concern

1.00 Teacher Planning (specify) ______________________
1.01 Teacher-Student Planning (specify)________________
1.02 Interaction Skills (specify) ____________________
1.03 Planned Activities (specify) ____________________
1.04 Resources for Instruction (specify)______________
1.05 Clerical/Managerial Activities (specify)__________
1.06 Ethics (specify) ________________________________
1.07 Teamwork (specify)______________________________
1.08 Responsibilities (specify)________________________
1.09 Other (specify)__________________________________

II. Subject/Area(s) Involved

2.00 General
2.01 Art
2.02 Social Studies
2.03 Mathematics
2.04 Music
2.05 Reading
2.06 Physical Education
2.07 Language Arts
2.08 Science
2.09 Foreign Language
2.10 Vocational/Career
2.11 Other ______________

III. What did you do?

3.00 Observation
3.01 Demonstration Teaching
3.02 Micro-Teaching/Simulation
3.03 Participatory Teaching (Assisting in small groups)
3.04 Explanation of Content
3.05 Explanation of Teaching Techniques (specify)____________
3.06 Listen to Teacher Concerns
3.07 Discussion of Problems (specify) ____________________
3.08 Suggestions Made to First-Year Teacher ______________

______________________________________________________________
3.09 Other (specify) ______________________________________

OVER--------------------OVER------------------OVER

IV. Where did the contact take place?

4.00 In teacher's classroom with students
4.01 In teacher's classroom without students
4.02 In study hall
4.03 In the hall
4.04 In the lunchroom
4.05 In the Principal's office
4.06 In the teachers' lounge
4.07 Teacher Center
4.08 Other

V. Who met with you and the First-Year Teacher?

5.00 Nobody
5.01 Other First-Year Teacher
5.02 Cooperating Teacher
5.03 Principal
5.04 Clinical Professor
5.05 State Department Consultant
5.06 Supervisor
5.07 Other (specify)

VI. Material/Equipment Used

6.00 Filmstrip Projector
6.01 Filmstrip (specify)________________________________
6.02 Film Projector
6.03 Film (specify)________________________________
6.04 Instructional Module (specify)________________________
6.05 Overhead Projector
6.06 Video-tape Equipment
6.07 Record Player
6.08 Records (specify)________________________________
6.09 Messenger Seven
6.10 Printed Material
6.11 None

VII. Material left with First-Year Teachers

7.00 None
7.01 Books (specify)______
7.02 Periodical or Manual (specify)__________
7.03 Blank Tapes
7.04 Handouts (specify)________
7.05 Other (specify)__________

VIII. Evaluation of Activities*

8.00 First-Year Teacher receptive
8.01 First-Year Teacher partially receptive
8.02 First-Year Teacher not receptive
8.03 Further work in area planned (specify) ____________________
8.04 Problem resolved for the present
8.05 Problem referred to LEA person(s) (specify)________________
8.06 Problem referred to SDE consultant
8.07 Problem referred to UAB clinical professor

IX. Evaluation of teacher activity during this contact.*

9.00 Excellent
9.01 Good
9.02 Fair
9.03 Poor
9.04 Unsatisfactory
9.05 Not applicable
9.06 Evidence of follow through of suggestions of previous meeting Yes_____ No_____

X Additional Comments ________________________________________

________________________________________________________

*Evaluation data were used by this program for the sole purpose of evaluating the effectiveness of the program

INSTRUMENTS -- Continued

Form F-2T
Rev. 10/74

## TEAM REPORT

### First-Year Teacher Pilot Program

First-Year Teacher ______________________ System ______________________

Name of Person Completing Form ______________________ Date of Meeting ______________

Directions: Please circle the appropriate number(s) under each heading. Write any additional comments which you deem necessary at the bottom. Immediately before the numbers you circle, please place an Λ if this item the most important item in cases where you have circled more than one item for a heading.

I. Subject/Topic of Concern

1.00 Teacher Planning (specify)______________________
1.01 Teacher-Student Planning (specify)______________________
1.02 Interaction Skill (specify)______________________
1.03 Planned Activities (specify)______________________
1.04 Resources for Instruction (specify)______________________
1.05 Clerical/Managerial Activities (specify)______________________
1.06 Ethics (specify)______________________
1.07 Teamwork (specify)______________________
1.08 Responsibilities (specify)______________________
1.09 Other (specify)______________________

II. Subject Area(s) Involved

2.00 General
2.01 Art
2.02 Social Studies
2.03 Mathematics
2.04 Music
2.05 Reading
2.06 Physical Education
2.07 Language Arts
2.08 Science
2.09 Foreign Language
2.10 Vocational/Career
2.11 Other ______________________

III. Evaluation of Teacher's Attitude/Progress *

3.00 First Year Teacher receptive
3.01 FYT partially receptive
3.02 FYT not receptive
3.03 Improving
3.04 Not improving
3.05 Further work in area planned (specify)______________________

IV. Specification Problem

4.00 Problem resolved for the present
4.01 Problem referred to LEA person(s) (specify)______________________
______________________

4.02 Problem referred to SDE consultant
4.03 Problem referred to UAB clinical professor
4.04 Problem to be handled by team (specify role of each)
LEA______________________
SDE______________________
UAB______________________

OVER ----------------------------------OVER----------------------------------OVER

---

* Evaluation data were used by this program for the sole purpose of evaluating the effectiveness of the program.

FORM F-2T -- Continued

V. Evaluation of teacher as a First-Year Teacher at this point.*

5.00 Excellent
5.01 Good
5.02 Fair
5.03 Poor
5.04 Unsatisfactory

VI. Agreement of Team Members

6.00 Complete agreement
6.01 LEA and UAB agree
6.02 LEA and SDE agree
6.03 SDE and UAB agree
6.04 Partial agreement among LEA [illegible]

VII. Specify any area lacking complete agreement ____________________

____________________

VIII. State position of team member not in attendance ____________________

____________________

IX. Additional Comments ____________________

____________________

---

* Evaluation data were used by this program for the sole purpose of evaluating the effectiveness of the program.

## INSTRUMENT -- Continued

### The Self-Assessment of Needs Instrument

The Self-Assessment of Needs Instrument is a questionnaire consisting of 50 different tasks or abilities. The teacher is asked to rate her ability to perform each of the tasks on a five-point scale:

1. I could easily do this,
2. I would have some difficulty in doing this,
3. I would have considerable difficulty in doing this, but probably could squeak through,
4. I could probably not do this,
5. It would be hopeless for me even to attempt to do this task.

Each of the 50 tasks is presented in the form "How well could I . . . ". Below is an illustration of the kinds of things asked:

__________1. How well could I devise a laboratory activity?

## QUESTIONNAIRE FOR FIRST YEAR TEACHERS

NAME____________________

SCHOOL____________________

The following information is requested for research purposes; it will be held in strictest confidence and will under no circumstances be made available to anyone except U.A.B. researchers.

CODE NUMBER____________________

1. Was your preparation in your undergraduate teacher education program useful to you this first year of teaching?

   1. Very useful____ 2. Of some value____ 3. Almost useless_____

2. What aspects of assistance during this year were most useful?

   1. Subject Matter ________
   2. Teaching methods______
   3. Audio-visual media_______
   4. Classroom management______
   5. Individualizing instruction________
   6. Diagnosis__________
   7. Planning__________
   8. Test Construction_______

3. How was the above assistance made available to you?

   1. Professional education courses____
   2. In-service meetings_______
   3. Discussions with other teachers_______
   4. Films, filmstrips _________
   5. Demonstration teaching_______
   6. Supervisor's suggestions________
   7. Professional journals_______
   8. Workshops_________

4. If your undergraduate teacher education was less than very useful, what changes would you recommend? (Place them in order of importance from most important #1 to least important # 3.

   1.______________ 2.______________ 3.______________

5. What person has assisted you most this first year in your teaching? Rank the following people: Principal; supervisor; another teacher; clinical professor, if applicable; State Department consultant, if applicable; or LEA Coordinator, if applicable.

   1st_______ 2nd_______ 3rd______ 4th______ 5th_______ 6th__________

6. Could you have used more help? 1. Definitely____ 2. Not sure ____ 3. No _____ 4. Had too much interference from__________; as it was. 5. The assistance I received was not what I needed____________

7. If you needed non-instructional assistance this year, who helped you most?

   1.______________ 2.______________ 3.__________________

8. What specific kind of assistance have you...............

| | Needed | Requested | Received |
|---|---|---|---|
| 1. Instructional techniques | | | |
| 2. Classroom Management | | | |
| 3. Records, reports, etc. | | | |
| 4. Discipline | | | |

## INSTRUMENTS -- Continued

## Form O

Form O is a list of 18 teacher competencies which teachers and administrators across the state of Alabama were asked to rate.

FORM O TEACHER COMPETENCIES CONDUCIVE TO A GOOD TEACHING/LEARNING SITUATION

PLEASE DO NOT PUT YOUR NAME ON THIS FORM BUT CHECK THE APPROPRIATE BOX
( ) Teacher ( ) Principal ( ) Supervisor ( ) Superintendent
Member of ( )AEA ( ) AFT ( ) Other
RATE THE FOLLOWING STATEMENT ABOUT TEACHING BY PLACING THE APPROPRIATE NUMBER IN THE BOX TO THE LEFT OF THE STATEMENT NUMBER. PLEASE USE THE FOLLOWING RATING SYSTEM (1) Strongly agree (2) Agree (3) Have ambivalent feeling (4) Disagree (5) Strongly Disagree
THERE IS A SPACE PROVIDED FOR YOU TO ADD ANY STATEMENT ABOUT WHICH YOU HAVE A STRONG FEELING.

( ) 1. The teacher provides a physical environment (including housekeeping) conducive to learning.

( ) 2. The teacher maintains a learning environment which is consistent with best information from recent research.

( ) 3. The teacher's provision for individual differences is apparent.

( ) 4. The teacher plans class work in terms of long and short-term objectives and procedures.

( ) 5. The teacher makes use of diagnostic techniques.

( ) 6. Available media is utilized.

( ) 7. Evaluation of student interest and involvement in immediate learning process is evident.

( ) 8. Discipline is such that it will lead to self-direction.

( ) 9. The classroom organization and control is acceptable to the administration.

( )10. The teacher keeps records in an appropriate manner.

( )11. The teacher evidences professional growth and development.

( )12. The teacher's attitude toward administration, other teachers, and his own personal appearance is consistent with the community in which he works.

FORM O -- Continued

( )13. The teacher makes use of the resources provided by the L.E.A.

( )14. The resources of the community are utilized by the teacher.

( )15. The teacher's philosophy is compatible with school, state, and systemwide goals and policies.

( )17. The teacher is receptive to experimentation and research.

( )18. The teacher evidences more democratic than autocratic behaviors.

( )19. ________________________________________

( )20. ________________________________________

Form A-1
8/74

INSTRUMENTS -- Continued

## BASIC DATA FOR U.A.B.

## FIRST-YEAR TEACHER PROGRAM

## DATA CONCERNING FIRST-YEAR TEACHERS

Name ______________________ Subject/Grade Level __________

System ______________________ Principal ______________

School ______________________ Telephone ______________

Address ______________________

| Degree(s) Earned | Year | Major | Minor | Institution |
|---|---|---|---|---|
| | | | | |

1. Areas where teacher perceives assistance is needed most. (Circle the letter before each area, and number (1,2,3) if more than one letter is circled:

   A. Planning
   B. Discipline
   C. Record Keeping
   D. Teaching Skills
   E. Subject Matter
   F. Testing and evaluation
   G. Other (specify) __________
   ____________________

2. Areas where teacher perceives assistance is needed least.

   A. Planning
   B. Discipline
   C. Record Keeping
   D. Teaching Skills
   E. Subject Matter
   F. Testing and evaluation
   G. Other (specify) __________
   ____________________

Type of certificate.

______________________________________________

Have you taught before? __________ Yes __________ No

If yes, where? ____________________ If yes, for how long? __________

If yes, what subject/grade? ______________________________

## VERBAL INTERACTION ANALYSIS AND CLASSROOM OBSERVATION SYSTEM*

### Introduction

This Interaction Analysis and Observation System (VIACOS) combines what are probably the best features of several previously published systems. But because the sum of the parts of anything is seldom if ever very similar to the uniqueness of the new thing, it is worth considering on its own merit. In this case, the worth appears to be significant enough to merit its use and further refinement.

It will be apparent from the directions and instructions that Flanders' pioneering work in interaction analysis had considerable influence on this system. The use of five-second coding sequence points up one aspect of this influence. One or two of the categories are similar to Obers' Reciprocal Category System. The notion that peer interaction is significantly different from student interaction indicates an indebtedness to Schlechty's PICAS, which has a sociological bias.

### Components of the System

### CLASSROOM ACTOR'S CODES

The following capital letters indicate the classroom actor:

T = Teacher - Any verbal actions by the teacher is preceded by a capital "T"

S = Student - Any verbal action by a student in response or declaration is preceded by a capital "S"

P = Peer - After the initial interaction, any verbal action (response or initiation) which is directed by one student to another is preceded by a capital "P"

---

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## OBSERVATION INSTRUMENT -- Continued

### CLASSROOM VERBAL CATEGORIES FOR TEACHERS

1. Facilitates positive atmosphere by warming classroom climate: accepts feelings, attitudes, ideas; builds on ideas.

2. Questions, elicits, simplifies: involves self in conversation or initiates activity primarily by means of questions.

3. Responds: reacts, lectures, presents or directs (controls) classroom climate primarily by means of statements.

4. Promotes negative atmosphere by cooling classroom climate: strong directive; indicates displeasure with another or suggests that another is displaying inappropriate action. Suggests appropriate action.

5. Confusion or silence: this may also be action which is designed to direct class situation away from goal.

### CLASSROOM VERBAL CATEGORIES FOR STUDENTS/PEERS

1. Facilitates positive atmosphere by warming classroom climate: accepts feelings, ideas, attitudes; builds on ideas.

2. Questions, elicits, simplifies: involves self in conversation or initiates activity primarily by means of questions.

3. Responds: reacts, answers, presents or directs (controls) classroom climate primarily by means of statements.

4. Promotes negative atmosphere by cooling classroom climate: strong directive indicates displeasure with another or suggests that another is displaying inappropriate action. Suggests appropriate action.

5. Confusion or silence: this may also be action which is designed to direct class situation away from goal.

0. Change of speaker with same position: i.e., from one student to another, from peer to peer.

EATON'S CORRASABLE BOND USA BERKSHIRE

## OBSERVATION SYSTEM -- Continued

### Training Procedure

The first step in learning to code classroom verbal interaction is to memorize the six categories with special attention on the first four.

I. Take special care to note that category one is almost opposite category four; one being a positive, facilitating action and four being largely dysfunctional, negative classroom action. Category one is used anytime anyone (teacher, student/peer) accepts the feeling, attitude, or idea of another person, but category one is not used to indicate simple "o.k.", "right", "good", etc. Probably the most important verbal action that can be coded here is the building on the idea of another. Most likely this kind of action warms the classroom atmosphere and facilitates interaction more than anything else. Be sure to remember that "simplification" is not coded in category one, rather, it is considered a questioning process which proports to ascertain if the meaning of the preceding statement is perceived correctly.

II. Category two includes any questioning process (except rhetorical questions which are coded three), any simplification of a preceding statement, or any verbal action which is meant to elicit verbal action from another. Note that if the questions are "leading" or designed to control the classroom situation, the "questions" may be categorized as "controlling" and therefore coded three. When the speaker says "o.k.", "right," "good", etc. and continues with a question or statement, code the "o.k." etc. as a part of the continuing action. In other words, don't consider "o.k.", OBSERVATION SYSTEM -- Continued

as acceptance unless the speaker builds on the acceptance.

III. Probably most fo the teacher codes will fall into category three and much of the student talk will fall here too. This includes any statement, answer, or response. Lecturing and presentation are included here. When an actor questions with the obvious goal of controlling the classroom situation then even questioning is coded three. However, this judgment must not be made unless the questioning is such that the direction of questioning could not be interpreted as anything other than controlling behavior.

IV. Any strong directive (not directions about where to find something, what page to turn to, etc.; which tends or intends to cool the classroom atmosphere or inhibit useful or meaningful interaction is coded four. When the actor cites appropriate action and indicates his displeasure with another verbal or physical action, this is also coded four.

V. When the observer is at loss to tell who is talking or what is happening, the action is coded five. In addition, when a speaker directs attention away from the classroom goal, this is also coded five. When more than 5 seconds transpire with no talk of any kind, this is also coded five. The nature of the following verbal pattern will indicate whether the confusion/silence was useful (students were thinking or putting their thoughts into order) or dysfunctional (teacher or students follow with a four indicating inappropriate action, etc.)

## OBSERVATION SYSTEM -- Continued

0. The "0" is inserted when one speaker/peer follows another in sequence. This shows that more than one person operating from the same position is involved in the interaction.

### Coding Procedure

The observer should expect to code the verbal interaction in the classroom in rather short sequences of about three minutes each. After memorizing the categories of action and actor the observer should practice on filmed or video taped episodes (when possible) in order that his reactions can be checked on re-runs.

All recorded action category codes are preceeded by the letter representing the actor; T,S, or P. The codes should go down the page so they can be linked for recording on the matrix. For example:

$T_2$
$T_2$
$S_3$
$P_2$
$T_1$.

When there is continous talk by the same actor, the code is repeated each five (5) seconds; however, each change of speaker is recorded whether it falls within a five second interval or not. Because most exchanges in the classroom are less than five seconds in duration there will usually be more than twelve recordings per minute.

### Recording on the Matrix

The classroom interaction is recorded on the matrix by the following procedure:

1. Couple the first two recordings ($T_2$, $T_3$)
2. Go horizontally across "Teacher" box to "2"
3. Go down "Teacher" box to 3
4. Place mark in that small box
5. Take next coupling ($T_3$-$S_3$)

OBSERVATION INSTRUMENT -- Continued

6. Go horizontally across "Teacher" to "3"
7. Then down to "Student" to "3"
8. Place mark there, etc.

When the desired number of codes have been recorded, the completed matrix provides a visual of the interaction in that classroom. With further training in interpretation and analysis it will be possible to scan a matrix and judge fairly accurately the classroom climate during the recorded sequence.

FORM S

OBSERVATION INSTRUMENT -- Continued

Experimental ____
Control ____

INTERACTION ANALYSIS/OBSERVATION INSTRUMENT

First Year Teacher ____ Date ____

Grade Level ____ Subject ____

System ____ School ____

Observer ____ Total Time Spent in Classroom ____

Approximate time of this observation ____ minutes

T1= ____
T2= ____
T3= ____
T4= ____
T5= ____
Total ____

S1= ____
S2= ____
S3= ____
S4= ____
S5= ____
Total ____

P1= ____
P2= ____
P3= ____
P4= ____
P5= ____
Total ____

Total number of Entries ____

OBSERVATION INSTRUMENT -- Continued

SAMPLE MATRIX

| | | Teacher | | | | | | Student | | | | | | Peer | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 0 |
| Teacher | 1 | | | | | | | | | | | | | | | | | | |
| | 2 | | | | | | | | | | | | | | | | | | |
| | 3 | | | | | | | | | | | | | | | | | | |
| | 4 | | | | | | | | | | | | | | | | | | |
| | 5 | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | |
| Student | 1 | | | | | | | | | | | | | | | | | | |
| | 2 | | | | | | | | | | | | | | | | | | |
| | 3 | | | | | | | | | | | | | | | | | | |
| | 4 | | | | | | | | | | | | | | | | | | |
| | 5 | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | |
| Peer | 1 | | | | | | | | | | | | | | | | | | |
| | 2 | | | | | | | | | | | | | | | | | | |
| | 3 | | | | | | | | | | | | | | | | | | |
| | 4 | | | | | | | | | | | | | | | | | | |
| | 5 | | | | | | | | | | | | | | | | | | |
| | 0 | | | | | | | | | | | | | | | | | | |

## INSTRUMENTS -- Continued

## ETS/UAB Teacher Competencies Instrument

The ETS/UAB Teacher Competency Instrument, designed through a cooperative effort between UAB personnel and Educational Testing Services personnel, was initially a 125 item paper and pencil test. The UAB staff used item analysis on 1973-74 data and revised many items, and in some cases, deleted items. The revised instrument contained 112 multiple choice items.

Items were classified into four subtests: Planning for Instruction, Managerial Tasks, Interaction Facilitating Skills, and Professional Responsibilities.

Sample items cannot be illustrated due to copyright restrictions.

# APPENDIX E

## Copies of Forms Used to Begin Program Activities

Form A
Rev. 6/74

## COPIES OF FORMS

## BASIC DATA FOR U.A.B.

## FIRST YEAR TEACHER PROGRAM

School System ____________________ Coordinator ____________________

Address ______________________________ Telephone ____________________

Date of Student Registration ______________________________

Date Classes Begin ______________________

Date (s) of Institute ____________________

Date (s) of Orientation of Personnel to First Year Teacher Pilot Program (please give time, place, number of personnel involved, and positions of personnel)

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

Procedures to be followed in initiating 1974 - 1975 program - i.e., entry of U.A.B. clinical professor and S.D.E. consultant into system. Please include the date and name of person(s) to be contacted.

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

Information concerning first year teachers:

School/Principal — Name of First Year Teacher — Subject/grade

1. ______________________________________________________________
2. ______________________________________________________________
3. ______________________________________________________________
4. ______________________________________________________________
5. ______________________________________________________________
6. ______________________________________________________________

Form A-1
Rev. 8/74

COPIES OF FORMS -- Continued

## BASIC DATA FOR U.A.B.

## FIRST-YEAR TEACHER PROGRAM

## DATA CONCERNING FIRST YEAR TEACHERS

Name ____________________ Subject/Grade Level ______________

System ____________________ Principal ______________

School ____________________ Telephone ______________

Address ________________________________________

| Degree(s) Earned | Year | Major | Minor | Institution |
|---|---|---|---|---|
| | | | | |

1. Areas where teacher perceives assistance is needed most. (Circle the letter before each area, and number (1,2,3) if more than one letter is circled:

   A. Planning
   B. Discipline
   C. Record Keeping
   D. Teaching Skills
   E. Subject Matter
   F. Testing and evaluation
   G. Other (specify) ______________

2. Areas where teacher perceives assistance is needed least.

   A. Planning
   B. Discipline
   C. Record Keeping
   D. Teaching Skills
   E. Subject Matter
   F. Testing and evaluation
   G. Other (specify) ______________

Type of Certificate.

________________________________________

Have you taught before? ______Yes ______No

If yes, where? ____________________ If yes, for how long? ______

If yes, what subject/grade? ____________________

Form B
Rev. 6/74

COPIES OF FORMS -- Continued

## BASIC DATA FOR L.E.A.

University Director ______________________

Address ______________________________________________

______________________________________________

______________________________________________

Telephone ________________

Clinical Professor ______________________

Address ______________________________________________

Telephone ______________________

System ______________________

### FIRST YEAR TEACHERS TO WHOM HE IS ASSIGNED

| School/Principal | Teacher(s) | Subject/Grade Level |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Researcher ______________________________________________

Address ______________________________________________

Telephone ______________________

Form C 158
Rev. 6/74

COPIES OF FORMS -- Continued

## BASIC DATA FOR U.A.B.

System ____________________

Coordinator ________________

1. Cooperating Teacher __________________ Grade/Subject ___________
   School ______________________ School Telephone ______________
   School Address ______________________________________________
   First Year Teacher __________________________

2. Cooperating Teacher __________________ Grade/Subject ___________
   School ______________________ School Telephone ______________
   School Address ______________________________________________
   First Year Teacher __________________________

3. Cooperating Teacher __________________ Grade/Subject ___________
   School ______________________ School Telephone ______________
   School Address ______________________________________________
   First Year Teacher __________________________________________

4. Cooperating Teacher __________________ Grade/Subject __________
   School ______________________ School Telephone ______________
   School Address ______________________________________________
   First Year Teacher _____________________________

5. Cooperating Teacher ____________________ Grade/Subject _________
   School ______________________ School Telephone _____________
   School Address ______________________________________________
   First Year Teacher ______________________________

Form D
Rev. 6/74

## COPIES OF FORMS -- Continued

## BASIC DATA FOR STATE DEPARTMENT

U.A.B. Director ____________________

Address ____________________

____________________

____________________

Telephone ____________

Clinical Professor                                        County School System

1. ____________________
2. ____________________

   ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________

____________________

RESEARCHERS

1. ____________________

Systems ____________________

2. ____________________

Systems ____________________

Form E
Rev 6/74

COPIES OF FORMS -- Continued

BASIC DATA FOR L.E.A. & U.A.B.

State Coordinator

Name ______________________

Address ______________________________________________

Telephone ____________________

Consultant (s)

Name ______________________

Address ______________________________________________

Telephone ____________________

| System | School/Principal | First Year Teacher(s) |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

## APPENDIX F

## Team Meeting Report Form SDE-D

SDE-D 162

CONFIDENTIAL INFORMATION

## INDIVIDUALIZED PROFESSIONAL DEVELOPMENT PLAN FOR MEETING TEACHER NEEDS

Teacher: ____________________ Date Plan Developed: ____________

School: ____________________ System: ____________

Subject(s): ______________________________

Members of the Support Team:

LEA ______________________________

IHE ____________________ SDE: ____________

Need #I

A: Brief Statement of Need: ______________________________

B: Responsibilities of team members for helping teacher to meet the need:

1. LEA:
   a. Cooperating Teacher: ______________________________
   b. Principal: ______________________________
   c. FYTP Coordinator: ______________________________
2. IHE Clinical Professor: ______________________________
3. SDE Coordinator: ______________________________

# APPENDIX G

## Examples of Techniques, Problems, and Suggestions

# SPECIFIC PROBLEMS AND SUGGESTIONS

## Specific Teaching Techniques

I. Explanation of teaching techniques

- A. Teaching by using behavioral objectives
- B. Teaching skills -- 16mm films
    1. Fluency in Asking Questions
    2. Probing Questions
    3. Higher Order Questions
    4. Divergent Questions
    5. Reinforcement
    6. Recognizing Attending Behavior
    7. Silence and Non-verbal Cues
    8. Cueing
    9. Set Induction
    10. Stimulus Variation
    11. Closure
    12. Lecturing
    13. Use of Examples
    14. Planned Repetition
    15. Completeness of Communication

II. Discussion of problems

- A. Lack of time to do "ideal" planning
- B. Planning
- C. Classroom management -- filmstrips
- D. Help with individualizing instruction
- E. How to make the classroom more democratic
- F. Lack of student motivation
- G. Evaluation of student work and progress - filmstrips
- H. How to write objectives in behavioral terms
- I. Test interpretation
- J. How to organize a classnewspaper to stimulate writing

III. Suggestions made to first-year teachers

- A. Using the State Course of Study to guide instruction
- B. Using behavioral objectives as a basis for instruction
- C. Stressing and assuming of responsibility to students
- D. Supplementing and enriching textbook material by using paperback books
- E. Spending more time in planning class activities
- F. Using "Programmed Instruction" for remedial work
- G. Specifying specific books for enrichment material

# APPENDIX H

## A Learning Package Designed for Use in the Teacher Center

# A LEARNING PACKAGE
# DESIGNING AND SETTING-UP EXPERIMENTS: INCREASED STUDENT PARTICIPATION

## RATIONALE

In identifying an area where you perceive assistance is needed in improving your teaching competence, you have chosen "Designing and Setting-up Experiments: Increasing Student Participation." Thus, the major purpose of this instructional package is to assist you in achieving this goal and some prerequisite competencies it is felt are needed in this achievement.

Regardless of the prescribed goal, it is apparent, to this writer, that some degree of planning is needed to achieve the major goal sought. With this in mind, this instructional package has been designed to include the acquisition of some skills in the areas of planning and using some instructional strategies.

## OBJECTIVES

At the end of this workshop, and prior to the end of the First-Year Teacher Program, you will be able to:

1. write a rationale justifying your choice of increased participation through the use of science experiments as a mean of improving your teaching competence.
2. identify and list the major concepts and generalization you desire the students to attain in the unit on insects.
3. write a rationale justifying the use of the concepts and generalizations to be attained in the unit.
4. specify in writing measurable objectives for the concepts and generalizations to be attained.
5. list various activities which may be used in the achievement of the objectives.

6. design a performance test to be used in evaluating whether the concepts and generalizations have been attained and/or achieved.

7. (a) design a lesson for increasing student participation through science investigations by using each of the following instructional modes: large groups (teacher demonstration), small groups and an independent mode.

   (b) demonstrate the use of at least one of the lessons on an experimental basis in a particular classroom setting you have specified.

OBJECTIVE 1: Write a rationale justifying your choice of increasing student participation through the use of science experiments as a means of improving your teaching competence.

Procedures for Objective 1:

Procedure 1: (a) Read the material concerning the writing of a rationale, pp. 40, 62, 64-65, in Administering the Individualized Instruction Program.

(b) List the major components a rationale should include.

Procedure 2: Write a rationale justifying your choice of increasing student participation through the use of science experiments.

---

Evaluation:

1. Present your finished product to a resource person. Make notes on any improvement which is needed, if any.

OBJECTIVE 2: Identify and list the major concepts and generalizations you desire the students to attain in the unit on insects.

## A BRIEF COMMENTARY ON CONCEPTS AND GENERALIZATIONS

In this lesson, we are concerned with the selection of concepts and generalizations in the planning process.

The literature is vast on the definition and values of concept learning and the discussion of a variety of ways to identify and list concepts. However, brief examples may suffice here in order to illustrate our notion of the identification and listing of concepts and generalizations:

Example 1:

Unit Concept: Matter and Energy

Lesson Concepts: Work and Force, Machines, Friction, etc.

Some Generalizations:

1. Work is done when anything is forced (pushed or pulled), a distance.
2. Machines enable us to do more work more efficiently and quicker while using the same force.
3. Friction is reduced by oiling and greasing.

Procedures for Objective 2:

Procedure 1: You may have previously chosen the concept "insects" as a unit to be taught in the next few weeks. List the generalizations you want to be sure to include in this unit on insects.

Procedure 2: Read the chart on "Organization of Concepts for a Science Curriculum", page 7, in Science for Georgia Schools.

---

Evaluation:
1. From your observations of the broad generalizations listed in the resource materials (Procedure 2), write a statement which will describe the major characteristic of a generalization
2. Review your statement concerning the major characteristics of a generalization with a resource person.
3. Review your generalizations and determine along with the resource person, if your generalizations are acceptable.

OBJECTIVE 3: Write a rationale for the unit justifying the use of the concepts and generalizations to be attained.

Procedures for Objective 3:

Note: The same procedures for objective 1 may be used for objective 3.

---

Evaluation:
1. Review your list from Objective 1 of the major components a rationale should include.
2. Does your rationale satisfy the basic components of a rationale as indicated by your list?
3. Make notes on any improvement(s) which you deem necessary in writing the rationale and re-write the material at some other time.

A LEARNING PACKAGE -- Continued

OBJECTIVE 4: Utilizing the concepts you have chosen and the generalizations written in objective 3, specify in writing measurable objectives for the concepts and generalizations to be attained.

Directions: If you have already had previous experience in writing measurable objectives, write the objectives for your unit and proceed to the activities indicated in procedures 2 through 4.

Procedures for Objective 4:

Procedure 1: View the filmstrip - tape program, "Educational Objectives" and use the module and answer sheet or directions

OR

Procedure 2: View the filmstrip - tape program, "Selecting Appropriate Educational Objectives" and use the module and answer sheet for directions.

Procedure 3: View the filmstrip - tape program, "Establishing Performance Standard," and use the module and answer sheet for directions.

Procedure 4: Obtain the practice exercise on "Identifying Behavioral Objectives" from the resource table and follow the directions indicated.

Procedure 5: Request an answer key and score your answers. Follow the directions as indicated.

Procedure 6: If you have already written your objectives, compare your objectives with the examples given in the practice exercise.

OR

Procedure 7: If you have not written your objectives,
(a) write these now and/or
(b) compare your objectives with the examples given in the practice exercise.

Note: If you are now satisfied with your objectives or the prospects of revising your objectives to meet the criteria for writing measurable objectives, proceed to the next objective in this lesson (Objective 5).

If you are not satisfied with your objectives, perform the following activities prior to the end of this workshop. (if time permits). If time does not permit, you may request further review of these materials during planning periods with member of the support team.

You should Proceed Now to Objective 5.

## A LEARNING PACKAGE -- Continued

Optional Activities for Objective 4:

Procedure 8: Using the criteria for writing measurable objectives listed in the following hand-outs decide if your objectives satisfy these criteria.

1. Behavioral Analysis of Learning Objectives. H.M. Harmes, pp. 8-17. Note: If you use this resource, follow the instructions as indicated within these pages.
2. "Behavioral Objectives" by Cardell Wynn.

Procedure 9: Complete the self-test on behavioral objective, Preparing Instructional Objectives, Robert F. Mager, pp. 55-57. Check your answers using the key on page 60, and follow the instructions given on that page.

---

Evaluation:

Evaluate yourself using your responses as indicated in procedure 5 and by determining the need to perform the optional activities.

OBJECTIVE 5: Using your generalizations and/or objectives, list various activities which may be used in the unit on insects.

Procedures for Objective 5:

Procedure 1: (a) Read the handout material (located on the resource table) "Forming Learning Activity Options," from Administering the Individualized Instruction Program, James Lewis, Jr., pp. 95-107.
(b) Underscore any activities which may be useful in achieving your objectives.

Procedure 2: (a) Read the handout material on "Examples of Student Activities: Science"; and "Examples of Student Activities: Mathematics," from Behavioral Analysis of Learning Objectives. H.M. Harmes.
(b) Underscore any activities which may be useful in achieving your objectives.

Procedure 3: Obtain a copy of the Practice Exercise "Classifying Student Activities"[1] from the resource table and follow the directions as indicated.

Procedure 4: Request the answer key to the Practice Exercise. Follow the instructions given regarding your progress.

---

1. These items have been extracted from the list in Behavioral Analysis of Learning Activities, H.M. Harmes, pp. 38-42.

## A LEARNING PACKAGE -- Continued

Procedure 5: (a) Obtain a copy of the processes listed from The Teacher Corps Report on the Science Teaching Enrichment Program, Lucas and Marshall, pp. 2 and 3.

(b) Underscore any of the processes which have not been previously listed as an activity in procedures 1 and 2.

Procedure 6: (Optional): The following resources may be used as optional activities in achieving objective 5. These resources may also be requested for further review during your planning sessions with a resource person.

(a) "Appropriate Practice" - a filmstrip - tape presentation produced by Vimcet Associates.

(b) "Science Project Concepts," Ann Lucas This is a handout located on the resource table.

(c) Designing a Learning Activity, A Teacher Educational Module, prepared by the State of Florida Department of Education. See Appendix B, pp. 40-42 for an additional source of alternative learning activities.

(d) The following games are located on the resource table. They too serve as ideas for alternative learning activities.

1. "The Planet Management Game"
2. "Clean-Up"
3. "Micro-Community"
4. "Population"
5. "Pollution"
6. "Power Plants"
7. "Environmental Attitudes"

---

Evaluation:

1. Using your resource materials you were requested to bring with you and any additional resource materials (request from resource person), design at least three experiments which may be used in the unit on insects.
2. Specify at least 3 different activities, for each of the experiments which may be used with three different groups of students in your sixth period class.

OBJECTIVE 6: Design a performance test to be used in evaluating whether the concepts and generalizations have been attained and/or the objective achieved.

## A LEARNING PACKAGE -- Continued

## A BRIEF COMMENTARY ON EVALUATIVE TECHNIQUES

In this lesson we are primarily concerned with improving the quality of tests.

Performance tests can be very meaningful and instructive in the area of science investigations when they are used to determine if students can perform certain processes and skills in science, rather than repeat the memorization of facts. The design of performance tests utilizing skills and processes may lead to the acquisition of skills in developing test forms other than completion, matching, multiple choice, etc.

What of performance test which measure pupil's abilities to carry out certain manipulative operations in science? What of identification tests? How about recognition, name association, picture, diagrams and models, drawings, problem solving, evaluating hypothesis, etc.?

Procedure 1: View the filmstrip-tape program on "Evaluation" produced by Vimcet Associates. Write your answers, as requested to do by the narrator on a separate sheet of paper.

Procedure 2: View the filmstrip-tape program A listed below and at least one of the other programs listed. Write your answers, as requested to do so by the narrator, on a separate sheet of paper.

(a) "Using Teacher Performance Tests for Instructional Skills," produced by Vimcet Associates.
(b) "How to Prepare Teaching Performance Tests," produced by Vimcet Associates.
(c) "Writing Tests Which Measure Objectives", produced by Vimcet Associates.

Procedure 3: After reading the handout (located on the resource table) "Types of Items and Their Special Properties," Walter A. Thurber and Alfred T. Collette, pp. 269-280, review your objectives and indicate how any of these test items if any, may be used to evaluate your objectives.

A LEARNING PACKAGE -- Continued

Procedure 4: From the resource, Let's Build Quality Into our Science Tests, produced by the National Science Teachers Association, list the types of items which may be useful to you in evaluating the achievement of your objectives.

Procedure 5: (Optional) You may have viewed the films listed below prior to these teacher center activities. If so, they are optional. If not, they may be viewed at this time or you may request their use in planning sessions with the resource person(s). In any event, questioning skills are very important to developing competency in designing performance tests.

(a) View "Fluency in Asking Questions," produced by General Learning Corporation.
(b) "Probing Questions," produced by General Learning Corporation.
(c) "Higher Order Questions," produced by General Learning Corporation.
(d) "Divergent Questions," produced by General Learning Corporation.

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Evaluation:

1. Write a performance test to cover at least one of your lessons on insects. Try to include at least two of the following forms of test items:
    A. Problem-solving situation
    B. Evaluating Hypothesis
    C. Identification
    D. Recognition

    or

    E. Any other test forms included in the resource materials in procedures 3 and 4.
2. A. List at least three other techniques for evaluating the objectives of the lesson on insects.
    B. Describe briefly the content of each of the three evaluative techniques to be used and the criteria to be used in making the evaluation.
3. If you have previously reviewed the films on questioning (Procedure 5), design a performance test on insects which would include at least one of each of the following: Probing, Higher Order, and Divergent Questions.

Note: You may find a review necessary in writing these questions. If so, read the hand-out and manual "Teaching Skills for Elementary and Secondary School Teachers", produced by General Learning Corporation.

4. Review your questions with a resource person.

A LEARNING PACKAGE -- Continued

5. A. If you have not reviewed the films on questioning previously, you should review the handout and manual "Teaching Skills for Elementary and Secondary Teachers," produced by General Learning Corporation.
   B. Try writing the kinds of questions requested in procedure 3.
   C. Review these questions with a resource person.
   D. You may find it necessary to view the films, If so, you may do so if time permits before the workshop ends or request the use of these materials during planning sessions at your school.

OBJECTIVE 7: A. Design a lesson for increasing student participation through science investigations by using each of the following instructional modes: large group (teacher-demonstrations), small groups, and an independent mode.
B. Demonstrate the use of at least one of the lessons on an experimental basis in a particular classroom setting you have specified.

Procedures for Objective 7:

Procedure 1: (a) Read Coney, Stephen M "Large Group Instruction," pp. 28-31 in Selecting An Instructional Mode, A Teacher Education Module, prepared by the State of Florida Department of Education.
(b) Using item 3 on the above resource, describe how your teacher demonstrations of science experiments in a large group setting may be improved.

Procedure 2: (a) Read Marley, Eugene J., "Large Group Modes: An Overview," pp. 25-27, Selecting An Instructional Mode, A Teacher Education Module, prepared by the State of Florida Department of Education.
(b) List other uses of the large group mode of instruction other than lecture and/or teacher-demonstrations.

Procedure 3: If you have not done so previously, view the following films:
(a) "Fluency in Asking Questions," produced by General Learning Corporation.
(b) "Recognizing Attending Behavior," produced by General Learning Corporation.
(c) "Set Induction," produced by General Learning Corporation.
(d) "Closure," produced by General Learning Corporation.

Note: If time does not permit viewing each of the films during this session be sure to view films A and B. You may view films C and D prior to the end of this workshop or request the use of these resources during planning sessions in your local school setting.

## A LEARNING PACKAGE -- Continued

Procedure 4: (a) Read pp. 9-10, in Selecting an Instructional Mode, A Teacher Education Module, prepared by the State of Florida Department of Education.

(b) Using the mode from the resource above, indicate several reasons you may want to use the small group mode of instruction in your unit on insects. Include a list of the possible activities each group could perform.

Procedure 5: Using the pretest for planning learning activities involving independent modes of instructions, follow the instructions given on pp. 43-44, Selecting an Instructional Mode, A Teacher Education Module, prepared by the State of Florida Department of Education.

Procedure 6: Using Procedure 2, pp. 45-46, Selecting an Instructional Mode, A Teacher Module, prepared by the State of Florida Department of Education, perform the activities indicated Review your work from procedure 6A with the resource person.

Procedure 7: (Optional): Review the Teacher Education Module Planning Creative Activities for Independent Learning.

Procedure 8: (a) Using the generalizations, rationale, objectives, activities and evaluation techniques previously specified, design a lesson on insects using each of the following instructional modes: large group (teacher demonstration); small group, and an independent mode.

(b) You may need additional time and resources to perform the above task. The demonstration of the use of at least one of the final products on an experimental basis in a particular classroom setting you have specified will serve as the final evaluation for this instructional package.

# APPENDIX I

## Form for Evaluation of Teacher Center Activities

## The First-Year Teacher Program
## Teacher Center Activities
February 27-28, 1975

Directions: Please evaluate the activities during these two days by responding to the following questions. Please do not indicate your name or the name of your school, etc. on the evaluation sheet.

Questions:

1. If you could make any changes in the activities of these two-day activities, what changes would you make? Please indicate your answer on the back of this sheet.

2. With respect to the instructional packages:

   A. Were the objectives clearly stated? Yes________ No________
   B. Were the procedures clearly stated? Yes________ No________
   C. Were the resources used generally appropriate or inappropriate for achieving the objectives?
   Appropriate______ Inappropriate_____
   D. Were the resources used generally appropriate or inappropriate in attaining your goal (s) for improving teaching competency?
   Appropriate______ Inappropriate_____

3. What additional information, if any, could you have used in helping you to attain your goal for improving your teaching competency? Please indicate the answer on the back of this sheet.

4. What kinds of information could have been deleted from the instructional package. (i.e., was not of value to you in achieving your goal)? Please indicate the answer on the back of this sheet.

5. Will this instructional package be helpful to you in your local classroom setting? Yes______ No______

6. What additonal help, if any, do you perceive yourself needing in your local setting for achieving the objectives of the instructional package?
   Please indicate the answer on the back of this sheet.

7. Were the resources and equipment easily accessible for use?
   Yes_____ No _____

8. Please indicate on the back of this sheet any additional comments you desire to make regarding the two-day teacher center activities.

# APPENDIX J

## Advisory Committee Suggestions

## and

## Task Force Responses

## Advisory Committee Meeting - January 18, 1975

### Suggestions and Task Force Responces

Suggestion # 1

Certain elements of professional education should either be given more emphasis or instituted in teacher preparation and inservice education.

Specifically, institutions of higher education (in teacher education programs) should devote attention to professional ethics, the financing of schools, the organization and administration of schools, contracts, and collective bargaining. For prospective secondary teachers, more attention should be devoted to methodology and the teaching of reading.

Task Force Response # 1

It should be noted that the Task Force itself cannot dictate curriculum to institutions of higher education either within the state or outside its borders.

Suggestion # 2

Inservice education should devote attention to these matters after employment. LEAs and the SDE should work together in the area of collective bargaining and contracts.

Task Force Response # 2

The Task Force did agree that the inservice education with which this program does deal should include information concerning contracts. Professional ethics are already included.

Suggestion # 3

Teacher Center activities should be taken to the various counties and conducted at local sites. This would cut the mileage cost and make it more local in nature. Teachers should be paid mileage to the site of Teacher Center activities. LEAs might give released time on certain days for such activities by closing schools at an earlier hour.

Task Force Response # 3

The Task Force agreed to study with a view to implementing the taking of the Teacher Center to the various counties and setting up Teacher Center activities for larger groups of teachers at local sites. The Task Force voted to leave to the local education agencies decisions concerning released time and mileage for teachers attending the Teacher Center.

## Advisory Committee Meeting - April 5, 1975

## Suggestions and Task Force Responces

Suggestion # 1

Principals should be involved with student teachers - i.e., they should work with the college supervisor in evaluating student teachers.

Task Force Response # 1

This decision has to be made by the local education agency and the School of Education involved. The Task Force has no authority here.

Suggestion # 2

University personnel should discuss in student seminars whatever form the First-Year Teacher Pilot Program might take in the future.

Task Force Response # 2

In the report, there will be a strong recommendation that means of communication be established with regard to any and all professional development programs and those whom they affect.

Suggestion # 3

The September experience - i.e., having students present when schools open in September - was recommended. It was noted by one committee member that some teachers oppose this.

Task Force Response # 3

This is a matter which must be decided by the local education agency and the School of Education involved.

Suggestion # 4

All principals, including those who do not have first-year teachers, should be given information concerning statewide needs of first-year teachers.

Task Force Response # 4

When the final report is complete in July, UAB will provide copies of the needs section for each superintendent. There will be enough copies for each principal. The superintendent will then be able to distribute these to all principals.

Suggestion # 5

The public should be involved in the program.

Task Force Response # 5

Each local education coordinator will give information to UAB concerning the involvement of the public. This information will appear in the report in the form of suggested means of public involvement.

## ADVISORY COMMITTEE -- Continued

### Suggestion # 6

Educators should communicate more effectively with the public - especially, the language used should be clear and should avoid technical terms.

### Task Force Response # 6

In addition to the regular report, UAB will prepare 5000 copies of a special brief summary for distribution to the public.

### Suggestion # 7

Concern was expressed about the possibility of the dilution of the State's effort as it is expanded to include all systems.

### Task Force Response # 7

In view of the fact that decreased funding would bring about dilution of the effort, agencies involved in inservice education (especially local systems) should take advantage of the pilot study and should use local resources as effectively as possible.

# APPENDIX K

## Correlations

# CORRELATIONS

Significance Test of correlations for independent samples:

(a) Transform r to $z_r$ by the transformation

$$z_r = \frac{1}{2} \log_e (1 + r) - \frac{1}{2} \log_e (1 - r)$$

(b) The distribution of $z_r$ is distributed normally with

standard error $\sqrt{\frac{1}{N - 3}}$

(c) Using the test statistic $z = \frac{z_{r_e} - z_{r_c}}{\sqrt{\frac{1}{N_e - 3} + \frac{1}{N_c - 3}}}$

we can compare experimental and control groups, since $z$ is distributed normally with mean 0 and standard deviation 1 (i.e., $z$ is a so-called "Standard Score")

(d) Significance is obtained when $|z| \geq 1.96$.

CORRELATIONS -- Continued

SEMANTIC DIFFERENTIAL INSTRUMENT

Correlations

Control Teachers

| Item | Pupil Opinion | SM Scale | CAT | CTBS | UAB/ETS Instrument | Form N LEA | Form M | Form L | PIAT |
|---|---|---|---|---|---|---|---|---|---|
| 1 | -.52 | .28 | -.96 | .38 | -.16 | -.03 | .19 | .13 | .08 |
| 2 | -.35 | -.13 | .97 | .65 | .06 | .29* | -.02 | .05 | .95 |
| 3 | -.13 | .13 | -.65 | .28 | -.13 | .09 | .21 | .20 | .71 |
| 4 | .06 | .08 | .01 | -.22 | .00 | .10 | .18 | .18 | .45 |
| 5 | .10 | .23 | -.74 | .36 | .00 | .04 | .04 | .07 | .59 |
| 6 | -.30 | .13 | -.82 | .02 | -.11 | -.10 | .23 | .31* | .25 |
| 7 | -.27 | .22 | -.65 | .11 | .12 | -.03 | -.02 | .09 | -1.00* |
| 8 | -.56 | .56 | -.37 | .80** | -.01 | -.03 | .15 | .18 | .88 |
| 9 | -.61 | .65* | -.58 | .57 | -.12 | .11 | .09 | .11 | 1.00** |
| 10 | -.80* | .47 | .41 | .73 * | .05 | .17 | .16 | .17 | -.09 |
| 11 | -.01 | .05 | -.98 | -.61 | -.04 | -.03 | .13 | .07 | -.10 |
| 12 | -.46 | .08 | -.69 | .12 | -.12 | .16 | .12 | .14 | .75 |

* p<.05
** p<.01

## CORRELATIONS -- Continued

### SEMANTIC DIFFERENTIAL INSTRUMENT

### Correlations

### Experimental Teachers

| Item | Pupil Opinion | SM Scale | CAT | CTBS | UAB/ETS Instrument | Form N Clinical Professor | Form N SDE | Form N LEA | Form M | Form L | PIAT |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | .07 | .00 | .05 | .69* | .01 | .02 | .20 | .21* | .05 | -.01 | .03 |
| 2 | .43 | .18 | -.12 | -.06 | -.07 | .29** | .08 | .27* | .27** | .17 | .42 |
| 3 | .29 | -.14 | .11 | -.44 | .08 | .13 | .13 | .23* | .14 | .12 | .34 |
| 4 | .31 | -.13 | .44 | -.49 | -.09 | .09 | .24* | .17 | .21* | .10 | .63 |
| 5 | .17 | .17 | .06 | -.03 | -.04 | .10 | .06 | .28** | .16 | .08 | -.06 |
| 6 | .50 | -.08 | .02 | .21 | -.17 | .19 | .16 | .08 | .23* | .29** | .83* |
| 7 | -.29 | -.09 | .41 | .09 | .05 | .01 | .17 | .18 | .02 | -.01 | -.24 |
| 8 | .63* | .18 | .34 | .07 | -.14 | .13 | .21 | .13 | .12 | -.01 | .49 |
| 9 | .00 | .38 | -.15 | .16 | -.11 | -.06 | .17 | .24* | .08 | -.08 | .02 |
| 10 | .14 | -.08 | .22 | .34 | .11 | .21* | .31** | .11 | .14 | .04 | .40 |
| 11 | -.21 | -.07 | -.26 | .74* | .07 | .02 | .28* | .09 | -.08 | -.07 | -.23 |
| 12 | .29 | .46 | -.15 | .31 | .06 | .10 | .09 | .14 | .16 | .09 | .57 |

* $p \leq .05$
** $p \leq .01$

CORRELATIONS -- Continued

CORRELATIONS

Control Teachers

| | Pupil Opinion | SM Scale | CAT | CTBS | UAB/ETS Instrument | Form N LEA | Form M | Form L | PIAT | Interaction Analysis |
|---|---|---|---|---|---|---|---|---|---|---|
| Pupil Opinion | -- | -- | -.36 | -- | -.48 | .82* | .33 | -.28 | 1.00 | 1.00 |
| SM Scale | | -- | -- | .30 | .01 | .32 | -.01 | -.03 | .00 | .28 |
| CAT | | | -- | -- | -.82 | -.51 | .42 | .91* | -- | -- |
| CTBS | | | | -- | .10 | -.23 | -.47 | -.30 | -- | -.17 |
| UAB/ETS Instrument | | | | | -- | .08 | -.17 | -.05 | 1.00** | .08 |
| Form N LEA | | | | | | -- | .24* | .12 | .03 | .21 |
| Form M | | | | | | | -- | .73** | .70 | -.05 |
| Form L | | | | | | | | -- | .66 | .10 |
| PIAT | | | | | | | | | -- | 1.00 |

* p .05
** p .01

## CORRELATIONS -- Continued

## SEMANTIC DIFFERENTIAL ATTITUDE INSTRUMENT

### Inter-concept Correlations (Pretest Data)

| Concept | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | .57 | .54 | .38 | .45 | .49 | .50 | .46 | .33 | .44 | .47 | .38 |
| 2 | - | .50 | .34 | .49 | .44 | .53 | .53 | .48 | .44 | .38 | .50 |
| 3 |  | - | .31 | .40 | .34 | .48 | .40 | .33 | .37 | .36 | .37 |
| 4 |  |  | - | .31 | .41 | .27 | .44 | .36 | .34 | .37 | .42 |
| 5 |  |  |  | - | .38 | .49 | .44 | .44 | .48 | .36 | .37 |
| 6 |  |  |  |  | - | .44 | .56 | .40 | .50 | .54 | .51 |
| 7 |  |  |  |  |  | - | .58 | .48 | .50 | .48 | .41 |
| 8 |  |  |  |  |  |  | - | .63 | .59 | .55 | .47 |
| 9 |  |  |  |  |  |  |  | - | .55 | .41 | .45 |
| 10 |  |  |  |  |  |  |  |  | - | .57 | .47 |
| 11 |  |  |  |  |  |  |  |  |  | - | .57 |

Note: All correlations in this table are statistically significant at the .001 level

## CORRELATIONS -- Continued

## CORRELATIONS

### Experimental Teachers

| | Pupil Opinion | SM Scale | CAT | CTBS | UAB/ETS Instrument | Form N Clinical Professor | Form N SDE | Form N LEA | Form M | Form L | PIAT | IA Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Pupil Opinion | | -- | -.37 | | -.45 | .47 | -.15 | -.45 | .25 | .10 | .65 | .35 |
| SM Scale | | -- | -- | .20 | -.19 | .29 | -.72** | -.06 | -.23 | -.34 | | -.30 |
| CAT | | | -- | -- | .15 | .05 | .07 | -.16 | .13 | .20 | | .73 |
| CTBS | | | | -- | -.05 | -.27 | -.11 | .34 | .19 | -.12 | | .41 |
| UAB/ETS Instrument | | | | | -- | .09 | .21 | .00 | .02 | .10 | .06 | -.01 |
| Form N Clinical Prof. | | | | | | -- | 15 | .18 | .29** | .25* | -.29 | .36* |
| Form N SDE | | | | | | | -- | -.13 | .03 | .08 | .11 | .12 |
| Form N LEA | | | | | | | | -- | .57** | .34** | .66 | .09 |
| Form M | | | | | | | | | -- | .77** | .57 | .08 |
| Form L | | | | | | | | | | -- | .81* | -.06 |
| PIAT | | | | | | | | | | | -- | .15 |

* p .05
** p .01

# APPENDIX L

## Analysis of Variance and Covariance

## ANALYSIS OF VARIANCE AND COVARIANCE

In this appendix the following abbreviations have been used:

ANOVA = Analysis of variance

ANCOVA = Analysis of covariance

SV = Source of variation

df = degrees of freedom

SS = sum of squares of deviations from means

F = Fisher's ratio of two independent estimates of population variance, "between groups" and "within groups".

p = the probability of occurance of a value under conditions of random sampling variation. The values reported here are given whenever p is less than the usual .05 standard for rejecting random sampling variation is a tenable explanation of the value reported. When p is not reported, this means that p is greater than .05 and the possibility of random sampling variation cannot be dismissed as an explanation of the value found.

## ANALYSIS OF VARIANCE AND COVARIANCE -- Continued

1. ANCOVA: Cowles Pupil Opinion Instrument

| SV | df | SS | F |
|---|---|---|---|
| Group (Exper./Control | 1 | 10.09 | 1.53 |
| Center | 1 | 0.00 | 0.00 |
| Coop | 1 | 0.00 | 0.00 |
| Pretest | 1 | 15.61 | 2.36 |
| Error | 17 | 112.27 | |

2. ANCOVA: School Morale (S.M.) Scale

| SV | df | SS | F |
|---|---|---|---|
| Group | 1 | 1.71 | 0.07 |
| Center | 1 | 7.76 | 0.15 |
| Coop | 1 | 7.57 | 0.30 |
| Pretest | 1 | 1690.73 | 66.06 |
| Error | 24 | 614.21 | |

3. ANCOVA: California Achievement Test

| SV | df | SS | F |
|---|---|---|---|
| Group | 1 | 0.02 | 0.12 |
| Center | 1 | 0.02 | 0.10 |
| Coop | 1 | 0.01 | 0.03 |
| Pretest | 1 | 2.44 | 12.09 |
| Error | 8 | 1.61 | |

4. ANCOVA: CTBS

| SV | df | SS | F |
|---|---|---|---|
| Group | 1 | 0.07 | 0.40 |
| Center | 1 | 0.13 | 0.35 |
| Coop | 1 | 0.06 | 0.31 |
| Pretest | 1 | 1.61 | 8.64 |
| Error | 17 | 3.16 | |

5. ANCOVA: PIAT (Special Education)

| SV | df | SS | F |
|---|---|---|---|
| Group | 1 | 89.65 | 0.49 |
| Center | 1 | 435.92 | 2.42 |
| Pretest | 1 | 4575.52 | 25.41 |
| Error | 7 | 1260.57 | |

## ANALYSIS OF VARIANCE AND COVARIANCE -- Continued

6. ANCOVA: Form N - Clinical Professors

| SV | df | SS | F |
|---|---|---|---|
| Center | 1 | 97.99 | 1.17 |
| Coop | 1 | 3.75 | 0.04 |
| Pre-rating | 1 | 777.41 | 9.31 |
| Error | 76 | 6344.80 | |

7. ANCOVA: Form N - Local Education Agency

| SV | df | SS | F |
|---|---|---|---|
| Group | 1 | 0.36 | 0.01 |
| Center | 1 | 17.49 | 0.48 |
| Coop | 1 | 1.59 | 0.04 |
| Pre-rating | 1 | 1427.38 | 39.50 |
| Error | 151 | 5456.87 | |

8. ANCOVA: Form N - SDE

| SV | df | SS | F |
|---|---|---|---|
| Center | 1 | 11.53 | 0.35 |
| Coop | 1 | 0.85 | 0.03 |
| Pre-rating | 1 | 1217.35 | 36.72 |
| Error | 62 | 2055.37 | |

9. ANCOVA: Form M - LEA

| SV | df | SS | F |
|---|---|---|---|
| Group | 1 | 2.61 | 0.04 |
| Center | 1 | 326.86 | 4.48 ($p < .04$) |
| Coop | 1 | 223.58 | 3.07 |
| Pre-rating | 1 | 2259.59 | 30.99 |
| Error | 165 | 12030.70 | |

10. ANCOVA: Form L - LEA

| SV | df | SS | F |
|---|---|---|---|
| Group | 1 | 9.72 | 0.43 |
| Center | 1 | 134.21 | 5.87 ($p < .02$) |
| Coop | 1 | 43.06 | 1.88 |
| Pre-rating | 1 | 507.11 | 22.19 |
| Error | 167 | 3816.40 | |

## ANALYSIS OF VARIANCE AND COVARIANCE -- Continued

11. ANOVA: ETS/UAB Instrument (total score)

| SV | df | SS | F |
|---|---|---|---|
| Group | 1 | 24.69 | 0.11 |
| Error | 162 | 37609.62 | |

12. ANOVA: ETS/UAB Instrument (Subtest 1)

| SV | df | SS | F |
|---|---|---|---|
| Group | 1 | 4.38 | 0.11 |
| Error | 161 | 6334.98 | |

13. ANOVA: ETS/UAB Instrument (Subtest 2)

| SV | df | SS | F |
|---|---|---|---|
| Group | 1 | 2.00 | 0.03 |
| Error | 161 | 9566.66 | |

14. ANOVA: ETS/UAB Instrument (Subtest 3)

| SV | df | SS | F |
|---|---|---|---|
| Group | 1 | 46.75 | 0.71 |
| Error | 161 | 10589.74 | |

15. ANOVA: ETS/UAB Instrument (Subtest 4)

| SV | df | SS | F |
|---|---|---|---|
| Group | 1 | 301.14 | 1.00 |
| Error | 161 | 4125.46 | |

16. ANCOVA: Teacher Attitude Concept #1: "Evaluation of Student Achievement"

| SV | df | SS | F |
|---|---|---|---|
| Group | 1 | 5.74 | 6.66 ($p<.02$) |
| Center | 1 | 0.09 | 0.10 |
| Subject | 1 | 0.18 | 0.21 |
| Level (Elem./Secondary | 1 | 1.45 | 1.69 |
| Pretest | 1 | 21.58 | 25.07 |
| Error | 154 | 132.56 | |

## ANALYSIS OF VARIANCE AND COVARIANCE -- Continued

17. ANCOVA: Teacher Attitude Concept #9: "Experienced Teacher."

| SV | df | SS | F |
|---|---|---|---|
| Group | 1 | 6.18 | 8.17 ($p<.01$) |
| Center | 1 | 0.84 | 1.11 |
| Subject | 1 | 1.00 | 1.32 |
| Level | 1 | 0.29 | 0.38 |
| Pretest | 1 | 4.38 | 5.78 |
| Error | 154 | 116.58 | 0.76 |

18. ANCOVA: Teacher Attitude Concept #10: "Interaction Analysis"

| SV | df | SS | F |
|---|---|---|---|
| Group | 1 | 8.31 | 5.98 ($p<.02$) |
| Center | 1 | 1.35 | 0.97 |
| Subject | 1 | 0.54 | 0.39 |
| Level | 1 | 0.09 | 0.06 |
| Pretest | 1 | 6.81 | 4.90 |
| Error | 154 | 214.08 | |

19. ANCOVA: Form N - LEA (Secondary Level Only)

| SV | df | SS | F |
|---|---|---|---|
| Group | 1 | 1244.37 | 4.62 ($p<.04$) |
| Center | 1 | 111.30 | 0.41 |
| Coop | 1 | 3.62 | 0.01 |
| Pre-rating | 1 | 1178.83 | 4.38 |
| Error | 80 | 21545.45 | |